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ABSTRACT

Developments and issues in academic advising are addressed in this collection of program abstracts from the 1982 conference of the National Academic Advising Association. Summaries are provided of the general sessions, preconference workshops, conference workshops, focus and special sessions, topical sessions, and paper sessions. In addition to the conference theme of advisers as change agents, topics include the following: advising foreign students, advising high-risk students, legal issues in advising, administrative policy for faculty and administration, advising in open admission schools, student retention, advising the adult student, the professional development of advising personnel, new student orientation, advising graduate students, research on academic advising, academic and career advising of the undecided student, a personalized and computer-assisted approach to college admissions and advising, institutional support and credibility for advising, time management for academic advisers, preventing academic dishonesty, and sharing advising problems and solutions at the regional level. Approximately 78 program/paper summaries are included. Addresses of workshop leaders and program chairpersons are appended. (SW)

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Breaking With Tradition: The Advisor as Change Agent

SIXTH NATIONAL CONFERENCE ON ACADEMIC ADVISING

October 10-13, 1982
San Jose, California

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P R O C E E D I N G S

of the

6th NATIONAL CONFERENCE
ON ACADEMIC ADVISING

"BREAKING WITH TRADITION:
THE ADVISOR AS CHANGE AGENT"

Charles W. Connell and Lynn J. Gardner
Editors

West Virginia University

Conference

Sponsored by

National Academic Advising Association (NACADA)
and

Co-Hosted by
Conference Office - Kansas State University
San Jose State University
and University of Santa Clara

October 10-13, 1982
San Jose, California

National Academic Advising Association

February 18, 1983

Dear Colleague:

The Sixth National Academic Advising Conference at San Jose was another exciting mixture of programs, speakers, presentations and fellowship. The Conference theme "Breaking with Tradition: The Adviser as Change Agent" helped us focus on the many facets of advising that challenge us now and will challenge us in the future. The diverse topical areas discussed at this Conference reflect the expanding circle of responsibilities, functions, tasks and people that academic advising now encompasses. The growing awareness that advising can make a positive difference in the lives of students and in the health of our campus communities was also reflected in the sessions and in the informal sharing among participants.

We are particularly indebted to Dr. Charles Connell for his outstanding work in organizing and implementing the multifaceted program of this Conference. We are also appreciative of his excellent efforts in editing this permanent record of the Conference's Proceedings.

We hope you will find these Proceedings useful as a future reference for information and ideas you may wish to implement and as a reminder of the presenters who provided them. We encourage you to share this publication with advising colleagues who were not able to attend the Conference so that they too may have access to the information. On behalf of the NACADA membership and Board of Directors, we wish to thank all those who were involved in making this venture so successful.

Cordially,

Virginia N. Gordon

Virginia N. Gordon
President

NACADA

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Editors' Introduction

This collection of program abstracts comprises the 1982 edition of NACADA's Proceedings and reflects the dynamic and multifaceted nature of the Sixth National Conference on Academic Advising.

The theme for this year's Conference, Breaking With Tradition: The Advisor as Change Agent, was addressed by feature speakers John Crystal, Jack Lindquist, and Rosalind Loring. Their thought provoking remarks are included in Section I, General Sessions, the first of the six main sections which comprise this record of the 1982 Conference.

The second section includes all of the pre-conference workshops which were designed to promote the professional development of conference participants themselves. The In-Conference workshops, providing an in-depth consideration of a variety of advising topics, were presented throughout the three days and are collected together in Section III.

All of the Focus and Special Sessions, most of which were presented for the first time at San Jose, are included in Section IV. Grouped together they highlight the unique issues addressed in those sessions. The Topical Seminars which provide a special opportunity for sharing ideas openly are included in Section V.

In Section VI the concurrent paper sessions spanning a breadth of topics and contributed by a rich variety of professionals in academic advising are listed by number as they appeared in the original conference program.

Finally, there are several appendices included to assist the reader in utilizing the recorded information to the fullest. Appendix A includes a topical listing for purposes of quickly identifying all sessions that pertain to an area of interest. Appendix B includes a listing of all sessions by program session number identifying the chairperson's name and complete address to assist in follow-up inquiries. Appendix C lists the names of all presenters contributing to this year's conference and notes the appropriate page number.

Early publication of the Proceedings owes much to the cooperation of the presenters who provided timely summaries of their respective sessions.

Charles Connell wishes to express special thanks to all those who provided notes and other information used as the basis for the summaries written for two of the General Sessions and the Special Sessions for which the usual summaries were not appropriate.

Finally, the Editors wish to thank Joyce Costain, Agnes Johnston, Sherry Fox, and Martha Meriner for their invaluable assistance in preparing the manuscript for printing.

In conclusion, we hope that this conference record will serve as an ongoing reference tool for you to build upon as you contribute your efforts to our mutual goal - the progress of academic advising.

Editors: Charles W. Connell, Associate Dean
Lynn J. Gardner, Academic Advising Coordinator

College of Arts and Sciences
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Part I. GENERAL SESSIONS

A. Keynote Address: "CHANGE FROM WITHIN AND WITHOUT"

JOHN CRYSTAL, Creative Life/Work Planning Center, New York City; Co-author, Where Do I Go From Here With My Life?
(The following is a summary from notes taken at the address.)

John Crystal is less concerned with the changes that affect us from the outside than those from within. Using the analogy of the sailboat, he introduced his talk by arguing that we should not worry about the forces over which we have no control such as the changing winds that buffet a sailboat, but rather on the changes from within each which help us "stay the course" amidst the winds. If we are to overcome frustration, we must not focus on change for the sake of change either. Instead, we as advisors should work on change for the benefit of others, i.e., students, institutions, and communities.

1. What Is Change?

We all know things that need doing, according to Crystal, but fear change. "If you were king/queen for a day," he challenges, "what would be your priority for change?" "Is it ridiculous to dream?" No dream, then no hope. "Let's not be afraid to dream."

Crystal then outlined his own career as a model of the dreamer who dared to change his life and then spent twenty-five years trying to change the content of the field of career counseling and life planning. He started as an outsider in the field, was joined by another, Dick Bolles, and together they made change occur.

Similarly, Crystal argued, changes might continue to occur in the field of academic advising. Academic advising has a long history and we do not have to start from scratch. It should be easy to sell constructive change, alter the emphasis, or change the way to communicate the value of advising to others.

2. Process of Formulating Change

What do you do when "they" won't listen? What gets in the way of change according to Crystal are 1) details; or 2) facts; or 3) inertia. Change, even "good change" is not easy. Thus, we must learn who makes the decisions, i.e., who in the institution can bring about change, and then approach them.

Power is the key. Yes, but even though we as advisors are not in power, "we" are not powerless in the face of "them." Do not give up. Did Margaret Mead, Ralph Nader, Gloria Steinem, Mother Theresa, or even Harold Jarvis give up?

3. Key to Change - Where to Look

Crystal quoted Anwar Sadat of Egypt regarding the key:

> "If you cannot change the pattern of your thought, you cannot change others."

Thus, the key goes back to the Greek maxim to "Know Thyself." Advisors play a crucial role. Start inside, with yourself. You are far stronger than you think you are. You have gifts, talents, and hopefully, the interest to find the holes in the "system."

"You are not alone," continued Crystal, "NACADA is a strong, highly respected (even though young) organization which is growing stronger."

We cannot escape change. However, most wait until it happens; few try to predict and influence change. "We should not delay," spoke Crystal. "Think first and plan."

4. The Plan for Change

First, we discover our strengths and apply leverage, much the same way as the judo expert, to accomplish change.

Second, we must discipline ourselves to use those strengths wisely and effectively.

Third, we must maintain self-confidence. Take care of yourself first: "If I am not for myself, then who is for me? If I am only for myself, then what am I?" (Talmud)

The examination of self might begin with the work of Dick Bolles (What Color is My Parachute?) suggested Crystal, but certainly should not end there.

Conclusion

In concluding his remarks, Crystal first urged the audience to avoid fear of dreaming and to learn more about themselves to enable individuals to accomplish what they want to do.

Finally, he applauded the collective notion of the academic advisors as change agents and urged persistence for "The fault lies not in the quest, but perhaps only the method." (H. Livesay)

B. Featured Speaker: **"WHEN ADVISING IS THE HUB"**

JACK LINDQUIST, President; Goddard College, Plainfield, VT
(This summary is based on notes taken by Beverly Davis at the talk.)

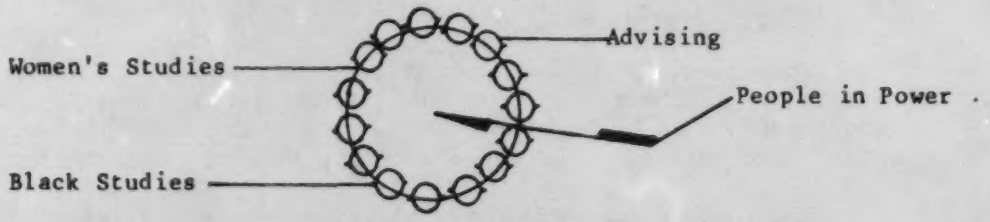
Jack Lindquist's ideas on the value of academic advising and the role it should play date back to his days as a student at the University of Michigan, where he had a total of five minutes of individual advising time during his four years there. He further observed that as a residence hall counselor himself, he constantly met many people who were adjusting painfully to growth in a huge university with no personal connection to the university.

In the past few years Lindquist has had the opportunity to think about this experience, to write about it in a book entitled Strategies for Change, and to implement some of these changes as President of Goddard College. Strategies for Change is based on years of research dating back to his study of political life within the University of Michigan, which led to an analysis of power and change in complex organizations. The book presents detailed case studies of change attempts in various colleges and synthesizes an "adaptive development" theory for planned organizational change.

Lindquist first went to Goddard College as a consultant for an institution in financial difficulty. In planning strategies for change at Goddard, he designed a holistic reorganization which put academic advising at the center. This was a radical change from the more typical place for advising, on the periphery where people burn out more rapidly without a reward system.

1. The Tambourine Model

In describing the typical institutional approach to advising and other non-discipline activities, Lindquist drew the analogy to a tambourine. On the outside rim are located



the "jingles" -- advising, women's studies, black studies, etc. -- which ring as the people in the center reverberate. But when budgets get tight, the people in the power center want to let go of the "jingles."

Thus, Lindquist decided to put advising in the center in order to institute radical changes in the way faculty were rewarded for relating to students.

2. Advising at the Hub

When this basic change was implemented, numerous corollaries began to follow:

a. The first criterion for selection of faculty became "interest in advising."
b. Each faculty member meets one hour per week with each of his/her advisees throughout the semester.
c. There is no structured curriculum; it evolves from the relationship between adviser and student.
d. Every three weeks, faculty contact adult students from across the country who are pursuing Goddard degrees.
e. There are very few policies; much latitude for adviser/student learning.
f. A Learning Progress Group is appointed to assess the student programs and to promote faculty development.
g. Students are led to study by the exchange of questions and answers between advisors and students.
For example:
"What do you want to learn?"
"What do you need to learn?"
"How are you going to learn?"
"What do you need to accomplish your goals?"
h. Progress is measured in terms of competencies that help students live in today's world, including the ability to communicate; inquire; understand; empathize; create; act; and reflect.

These all evolve out of the intense student/adviser relationship. The goal is to produce "resourceful people."

3. Advisers as Change Agents

At Goddard, Lindquist pointed out, networking is used as a powerful means of change. There must be horizontal scanning across the organization to build a support system. The model is adaptable to other institutions if advisers are able to develop a support group.

In order to strengthen the advising system, advisers should thus be encouraged to:

- Be open and receptive to students; invite them to visit regularly;
- Make sure the first meeting with students is positive and reaffirming for the student; a critical meeting to establish a good relationship;

- Use students in marketing, research and/or computer courses to study advising and provide evaluation;
- Volunteer for committees around the campus to establish the network of support for the advisers and to communicate the need for all to be open with students.

If advisers are to learn to plan to bring about change, they must become more forceful in the sense that they are first actively open regarding themselves, their students and their fellow colleagues and administrators within the institution. Second, force is related to linkage; of people to one another, of information to consultants through workshops, retreats and the like. Third, there must be a reward system for quality, forceful advising. Finally, there must be an ownership relationship between adviser and student. The adviser must own the responsibility to help the student change from "Change is your solution to problems you see for me" to "Change is my solution to my problem relevant to my goals."

Advisors who help students own their responsibility for their education are truly at the hub as change agents.

C. Featured Speaker: **"REVOLVING STAGES: ADVISORS, STUDENTS AND INSTRUCTIONS"**

ROSALIND K. LORING, Associate Provost, University of Southern California

The theme is change!

You've been dealing with inner change for some part of your discussions here and while I believe you cannot finally separate inner and outer changes, I'll be concentrating on those outer changes which make inner change possible and practical.

Basically, in this period of time--but looking forward to at least the rest of the decade--I would like to concentrate on changes in students, in institutions, and within those people who bridge between the two. Think of yourselves as a link in the chain bridge. Richard Beckhard, international specialist in human resource development, National Training Lab Trainer and Organizational Development Specialist believes (as I do) that a chain is as strong as its strongest (not weakest) link. That simple statement has made possible more change in institutions than almost any other I can recall.

To mix our metaphors a bit, that strong link notion becomes vital when we test it against Irving Goffman's concept of the "presentation of self in every day life." Through his research, this eminent sociologist has given us validation for behavior which we know empirically. We are "on stage" during our days--and nights. We present ourselves to people as we want them to see us, Goffman observes, with the result that much more change is within our power than we perceive.

Imagine your institution as a theater, a very modern one with revolving stage sets so that various scenes can move to the forefront and then become background from time to time. On stage 1, presenting themselves in appropriate dress, language and demeanor are The Administrators. Generally, they and we know how we expect them to act. In fact, when they do not, we are disappointed; sometimes even to the point of asking for them to be replaced.

On another stage set, moving up closer for our inspection are those who fill the function of advising--faculty, professional staff, assistant deans, secretaries, and paraprofessionals. Again, we have been able to define within somewhat precise limits their behavior. Knowledgeable, interested in the students, guiding (if possible) rather than pushing to meet the institution's requirements, typically outwardly gentle, not too aggressive (or at least, not overtly aggressive), and noncontroversial.

On the third stage are the students who no longer look--if ever they all did--as we recall the typical student. Preppy is the term, I believe. You have all worked with the changes in students. They,

too, no longer present themselves as they used to do. They behave differently from those of the 60s and 70s. Their values have changed, especially since 1979, and they are quite open, in displaying that part of themselves.

Observed changes in students include the following characteristics: age, sex, expectations, needs, life style, work and career; relationships with faculty; nonrelationships with peers; desire for programs designed for them, rather than to meet requirements of a field; and, a sense of achievement more specific and immediate, with goals better and more clearly defined.

Yet, as Stanley Gaber, Dean of Continuing Education, has stated in a recent speech, there is an added pressure:

> "Stress accompanies changes which the students themselves plan and want. . . . (They are) not really prepared for multiple changes in their professional and personal lives, nor for the anxiety and stress which often accompany these transitions."

Others believe that while our students of all ages today drive freeways, ride subways, etc., predictions and progress already indicate they will work at home in the future. Many of them are already mentally preparing themselves for that day. Incidentally, in Australia there are counseling programs to prepare students at 16 for the notion that probably some of them will never work during their lives! In this country James O'Toole, USC Professor of Business and author of the recent volume on the meaning of work in our lives, cites the Bureau of Labor Statistics' estimation that only 20% of the paid work in this country will require a college degree.

When enrollment data (see Chart I below) are added to the picture, we get still another insight into the moving (or is it moveable) relationship between student and advisor.

CHART I.

Projected College Enrollment in 1990 Based on 1979 Age-Specific Enrollment Rates and Projected Population, by Age for 1990
(Numbers in thousands)

Age	Projected Enrollment 1980	Difference (from 1979)
Total, 14 to 64 years	11,482	up 136 K
14 to 24 years	6,499	off -803 K
25 to 64 years	4,983	up 939 K
45 to 49 years	278	up 55 K

SOURCE: Current Population Reports: School Enrollment - Social and Economic Characteristics of Students: October 1979. U.S. Department of Commerce Bureau of the Census.

No doubt many of you have heard these projections but there is great hope, not dismay, in them. This increasingly older student population brings with its enrollments changed circumstances for institutions, faculty and advisors (as well as admission officers, campus tuition collection agents, etc., etc.). To provide appropriate assistance, foundations and government agencies (pre-1980) developed numerous methods for integrating the adult student into the institution. Apart from the few totally nontraditional institutions, most of these students have been funneled either into separate (and frequently not viewed as equal) programs or have been expected to meet the institution's "standards."

Actually, the past dozen or so years have presented a bit of a problem to the defenders of the faith. Depending upon whether you are a 1/2 full or 1/2 empty cup person, the inventions in academia have been a challenge or a chore. CLEP examinations, credit for prior learning, intern programs and the like have been testing the limits of academic acceptability. Depending upon the institution's stance they have also provided different mixtures of "stage sets" forcing the academic advisor to become as familiar with alternatives as with the familiar center stage.

In The Adult Learner on Campus: A Guide for Instructors and Administrators (Follett Publishing Company, 1981) Jerome Apps writes of the quiet revolution on campus caused by adults and of changes they create. Although he makes no reference to advising or counseling, the entire book will be an aid to advisors regardless of specific area of concentration. When he describes the differences between adult students and traditional ones, for example, he identifies: 1) Life experiences; 2) Questions in personal life; 3) Motivation; and 4) Academic behavior.

He writes:

"The problems will be more subtle and more complex. The quiet revolution will come about because older returning students will insist on changes. They will not accept many present-day policies about how registration takes place, when courses are offered, and the times that libraries are open. Increasingly, they will question the quality of teaching and the relationship of faculty to students. They will question the attitude that prevails on many campuses that the faculty is superior and the students are inferior, no matter what their age. It is in these areas that we will see changes occurring on college campuses across this country. Changes in these areas will not come without a struggle, without debate, power plays, and compromise. Revolutions never occur without struggle and conflict, whether they be violent revolutions or quiet, more subtle revolutions of the type I'm describing here. But the conflict can be reduced somewhat, and the time it takes to resolve the conflict shortened, if all concerned are willing to explore the problem in a thoughtful manner."

Without this exploration we will experience increasingly the student as consumer. As our society moves continuously in the direction of legal means to solve more personal problems, we are already finding students using the law for problems they formerly passively tolerated.

In the process he describes we have learned that nontraditional students not only differ from the typical 18-24 year old, but differ as greatly among themselves. As that good friend of Gertrude Stein and famous baker of cookies with a special flavor commented in her famous cook book--

Alice B. Toklas
(1877-1967)

> What is sauce for the goose may be sauce for the gander, but is not necessarily sauce for the chicken, the duck, the turkey or the guinea hen.
> (The Alice B. Toklas Cook Book, 1954)

Of course, I know that none of you advise students except as individuals. But what of the required curriculum in fields which consume most of the student's time? Or those students who must take a course but are interested in another? What of the adult's interest in examining the viewpoints of several disciplines regarding a specific topic such as The City? Or Agriculture and Food for the Nation? Or Environmental Planning? Even if none of these is present, we still need sensitivity and receptivity on the part of advisors who may be 1/2 the age of their students; that the base of the stock for the sauce is the same even if we change some of the ingredients.

Take for example the evidence that the anxiety level is higher at the older adult level. They bring a combination of high motivation and high aspirations mixed with pragmatism regarding education and work and an inclination to "Return to Puritanism." Therefore, they still need more of the humanities/liberal education approach to understanding.

All this will occur while your own resources are being curtailed, your work load is increased and you're beginning to wonder how much longer you can accommodate to the new and often difficult demands and needs of the students.

The conflicts that arise within us when confronted with the alternatives of action versus the values associated with creating an environment in which all can be given space to grow are becoming painfully evident. In Theory in Practice: Increasing Professional Effectiveness, Chris Argyris of Harvard and Donald Schon of MIT eloquently portray these difficulties through an examination of theories of action and theories-in-use. The issue is, of course, that while each of us theorize about what actions ought to be taken, when we put them into practice we find that a list of competing or conflicting values then has to be placed in some priority. Another full set of deci-

sions! And these are even more basic than the ones we thought we were handling. One example will demonstrate the dilemma: professionals in education fields frequently assert or believe they select the field because of their concern for the well-being of humankind. Yet in carrying out their work, they are more often than not autocratic and nonparticipative in their decision-making; and sometimes rightly so! Although we may believe in creativity, the creatively disruptive student in a classroom is nonetheless not appreciated for those skills, and those who have attempted to be democratic in assigning grades have discovered to their dismay that conflict and confusion accompanied by resentment are the result.

Typically, therefore, the quest of the educator is to find methods for accommodating to both autocratic and democratic needs in a manner which will not do violence to her or his internal need for consistency, for being able to present a self! Argyris and Schon go on to state:

> "Professional competence requires development of one's own continuing theory of practice, which must consist of both a technical and interpersonal theory if it is to be effective. There are no truly autonomous professions; indeed, the interpersonal zones of practice are probably much larger than is often supposed."

When professionals do not recognize their presentations and become attached to techniques, "the professions betray the original values of their paradigms (health, truth, justice) as technique becomes progressively more central to them. That pattern, pointed out by Illich and others, according to which the provider of services defines as client needs whatever his techniques enable him to provide."

Now it is time to bring that revolving stage filled with administrators to the front and center. Obviously little change can occur without the administration's backing, if not actual participation. It is here that many faculty and professional advisors are dismayed with the political turn of the nation. Henry Koehn, futurist and economist with a major banking corporation in Los Angeles states unequivocably that, except for nuclear weapons and to a lesser extent nuclear power, the values of the country have changed radically.

Administrators are also the executors of the resources (human, financial, space, etc.) and as such are as subject to these changing values as to the quivering economy. Consider for a minute these changes in value outlined in Chart II as occurring over the past two to three decades.

Chart II. COMPARISON OF VALUE AND CHANGE IN THE U.S.

Part I.

WE VALUED THROUGH THE 60'S AND THE 70'S (NOT IN ORDER OF PRIORITY)	PRODUCED
MUCH PARTICIPATION In decisions which affect people directly In bringing to closure or fruition	CHANGE We now know that every change produces alternatives in relationships of institutions, people, organizations. (Not the Domino theory, but the bowling effect--one pin ricochets in several directions)
MANY ALTERNATIVES Deliberate casting of various plans of acting	ANTICIPATION The foresight, the vision to conceive the possible, the potential, the probable-- The dreaming with open eyes which face reality but put it into context of "doable"
CREATIVITY DIVERSITY	SEPARATENESS UNIQUENESS/MUTATIONS We have often failed to note the mutations--subtle at the beginning--which were unanticipated and frequently unwise (Example: Social Welfare)
INDEPENDENCE Of Spirit and Action	STIMULATION Because we have been in a period of great financial, resource, technological and people growth there has been space for those with creative capabilities, drive for diversity and an overriding need to be free--to be independent of established mores, patterns, and accepted premises.
RELAXATION, ENTERTAINMENT	LESS PRODUCTIVITY Many new industries and products

Chart II, cont.

LOVE	EXPECTATIONS THAT EVERYONE DESERVED SOME MEASURE THROUGH:
	1) Reduction of personal hostility 2) Reduction of religious, racial, sex bias 3) Open access to education 4) Personal relationship

Part II.

GROWINGLY WE VALUE IN THE 80'S	PRODUCTS
ENTERTAINMENT CONTINUES	"ENTERTAINMENT HAS BEEN RAISED TO THE LEVEL OF LOVE IN AMERICA" (Newscaster, April 1982)
(NOTE: But here the list changes!)	
STABILITY/SECURITY	CONSERVATISM
ACHIEVABLE GOALS	PROTECTIONISM
ACHIEVEMENT ITSELF	UNEASY WITH COMPLEXITY
HIGH STANDARD OF LIVING (Quality of Life)	SELF RATHER THAN GROUP CONCERN
PRODUCTIVITY	ORGANIZATION AND STRUCTURE FORMULAS
ORDER	CONFORMITY
RESPONSIBILITY FOR SELF	DIFFERENT SOLUTIONS (OR NO SOLUTIONS FOR OTHERS)

Note the unexpected, and indeed, unintended conflicts when we move the list of products up and down the scale of values! Nonetheless, in our students and ourselves we see the precursors of world-wide tension. These significant changes all have a concurrent impact on the funding of higher education, particularly as administrators try to plan to shift funding to meet new demands.

At the top executive level of higher education, the issues (Tables 1-2 below) are translated in more pragmatic terms. The agreement among presidents, even at different types of institutions, about the priorities only serve to underline the difficulties faced by all of us.

TABLE 1. CRITICAL ISSUES CURRENTLY CONFRONTING COLLEGES AND UNIVERSITIES AS IDENTIFIED BY PRESIDENTS OF THOSE INSTITUTIONS

	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS
ISSUES	RANK	RANK
Inflation and financial concerns	1	1
Enrollment declines/ recruitment and retention	2	2
Program development and improvements	3	4
Program maintenance/ reorganization in response to inflation and enrollment	4	6
Changing mission and purpose	5	5
Other miscellaneous issues***	6	9.5
Governing board relations	7	17
Faculty militance and unionism	8	16
Public relations	9	15
Government/legal regulations and interference	10	9.5
Faculty and student morale	11	13
Facility development and improvements	12	8
Faculty development	13	12
Faculty recruitment/retention	14	11
Endowment and fund raising	15	3
Staff reduction and tenure considerations	16	20
Faculty salary parity	17	14
Energy concerns	18	19
Inter-institutional competition and rivalry	19.5	18
Maintaining unique, independent emphases (liberal arts, religion, etc.)	19.5	7

***Issues that did not conform to other categories; among the more frequent ones were athletics and Title IX (6), improved management (6), and temporary enrollment increases (3).

SOURCE: Jerry Duea in the Phi Delta Kappan (April 1981).

TABLE 2. ISSUES THAT COLLEGE AND UNIVERSITY PRESIDENTS PREDICT WILL PRESENT SERIOUS CHALLENGES TO THEIR INSTITUTIONS IN THE NEXT 10 YEARS

ISSUES	PUBLIC INSTITUTIONS RANK	PRIVATE INSTITUTIONS RANK
Inflation and financial concerns	1	2
Changing mission and purpose	2	4
Enrollment declines/recruitment and retention	3	1
Government/legal regulations and interference	4	3
Program development and improvement	5	8
Faculty militance and unionism	6	12
Program maintenance/reorganization in response to inflation and enrollment	7	11
Other miscellaneous issues	8	15
Facility development and improvements	9	6
Faculty and student morale	10	18.5
Public relations	11	20
Staff Reduction and tenure considerations	12	16
Faculty development	13	13
Energy concerns	34	9
Endowment and fund raising	15	5
Inter-institutional competition and rivalry	16	14
Governing-board relations and governance	17	18.5
Faculty salary parity	18	17
Faculty recruitment/retention	19	10
Maintaining unique, independent emphases (liberal arts, religion, etc.)	20	7

Given the list, how can we best go about the enterprise of higher education, especially one wherein we are dedicated to "preparing people, at all stages in their continuing development, to work on the emerging and systematic problems that will beset society in the year 2000?" (Tarr, 1979)

My experience in Continuing Education suggests that we continue to avoid the limits of our roles, that we be entrepreneurial and academic at the same time, that we work within the totality of change, and that we work harder to understand adults, their developmental stages, needs, and behavior. Lifelong learning is still a conceptual approach

that is likely to enhance innovation, but has not yet penetrated many systems within today's college and universities.

By now you may have identified my premise: that advisors in order to be more effective with adults and other nontraditional students who are the wave of the future must assume a new role. You are in a prime position to recommend institutional changes. It will require that you be more entrepreneurial (in the true sense of the word) and become a master strategist. Not only academic and student issues but those of top administration should become part of your understanding and consequent concern.

Advising is a crucial part of the educational experience. To be useful today will require avoiding too rigid units in defining your role. As you become the highly developed specialist who is obviously needed by the new students, you will find yourself supporting or developing ways in which the institution can better respond and provide for the student newly welcomed. It is here you can exert your skills as negotiator, advocator, innovator.

The term "revolution" is used frequently in papers, analyses, books, to describe our time, but higher education is neither based upon revolution nor does it have personnel devoted to revolution. By protecting structures which ensure permanence and protect established divisions, departments, and disciplines while adapting to the need to establish new patterns of problem-solving with alternatives, options, redefinitions, we should be able to utilize the marvels of high technology without losing the past. We should, at the same time maintain the delicate balance so typically American--a concern for the individual with readiness to serve the community. From that most insightful of authors--William Shakespeare:

> "All the world's a stage
> And all the men and women merely players;
> They have their exits and their entrances;
> And one man in his time plays many parts. . ."
> (As You Like It, Act II)

Part II. PRE-CONFERENCE WORKSHOPS (Sunday, October 10, 1982)

Pre-Conference Workshops are intended to provide personal and professional development opportunities for conference attendees. Thus, extensive summaries of activities such as group discussion, work with survey instruments, handouts, and similar "hands-on" experience are not provided. The overviews presented are merely intended to reflect the essence of each workshop.

A. "Creating a Model Adult Program for Older Adults"

Workshop Leader: **CYNTHIA JOHNSON**, University of Maryland

The workshop was divided into two components. The first presented an overview of a project designed to create and implement new models for delivery of academic advising, career planning and personal counseling that better meet the needs of the newer adult population. Called MAPS (Model Adult Programs for Success in Higher Education), the project was designed by Arthur Chickering and Ms. Johnson in cooperation with ACPA to integrate adult development theory with new technology. Computer software and videotape programs have been designed to provide both "linking" and career guidance, two functions identified by Patricia Cross as critical for adult learners.

The second part of the workshop was designed to allow participants the opportunity to discuss the project in small groups and then to work toward the design of individual applications.

B. "The NACADA Journal - Writing for Publication"

Workshop Leader: **EDWARD L. JONES**, Editor, NACADA Journal, University of Washington; and **BOB DARRELL**, Managing Editor, NACADA Journal, Kentucky Wesleyan University

The focus here was on the practical aspects of publishing the Journal and upon the process of manuscript submission and evaluation for publication. Participants were provided with "sample manuscripts" to evaluate and asked to examine questions of style, theme, unity and coherence, as well as overall quality. "Tools" for the writer, editing skills, citation models and improvements in general style were examined.

In the last part of the time period, participants were engaged in a more extensive exercise in editing.

C. "A Lively Approach to a Deadly Subject: Faculty Advisor Training"

Workshop Leaders: **JAMES GEORGE** and **BOBBIE LINNENBRINK GEORGE**, California State College - Bakersfield

The session first presented a general approach to the training of academic advisers which developed at Cal State Bakersfield as an outgrowth of an attempt to confront problems of rising student attrition. The principal assumptions underlying the project were that advisers needed careful preparation for their job - including being able to provide accurate information, to assist in academic decision making, and to furnish useful, though limited, career advice. The training program was designed to develop the skills outlined.

In the second part of the workshop, participants were introduced to the training approach in greater depth. Topics included a) team building - drawn from all areas of the campus, time to get acquainted, assignment of tasks to team members; b) problem identification and solving; and c) an overview of activities in a four-day workshop for training. Other aspects included were the preparation and use of video-tapes and the utilization of career counseling materials.

D. "You Say You're Doing Well, But Your Voice is Shaking: Active Listening and Academic Advising"

Workshop Leader: **ETTA C. ABRAHAMS**, Michigan State University

The workshop provided participants with the opportunity to consider how best to listen to students who may be undergoing emotional stress at the time of an academic advising session. Thus, the goal was to demonstrate techniques of active, empathic listening that could be used by the adviser to demonstrate that he/she is a caring person and to get the student to see the value of more professional counseling to deal with the stress.

In providing illustrations of the various aspects of active listening, the leader covered such topics as non-judgmental feedback, identification of non-verbal behavior, self-disclosure and contract negotiation. It was assumed here that risks were an inevitable part of the confrontation and that it was better for advisers to try to clarify issues in order to make their contact with students more productive and rewarding for both parties.

E. "Confronting Our Roles: A Workshop for Professional Women"

Workshop Leader: **LYNN GARDNER**, West Virginia University

Participants in this workshop were asked first to concentrate on numerous roles in the life of the professional woman and to enumerate those which they must fill themselves in addition to that of academic advisor. Secondly, they were asked to evaluate several roles - administrator, supervisor, counselor, advisor - that may be a part of their professional positions. Management of these several roles involve conflict, and thus much of the time of the workshop was given over to clarification of the several roles, identification of the conflicts and development of new active strategies for dealing with the conflicts.

The workshop process included individual use of materials designed to help them identify roles, to discriminate among the roles in terms of importance, to observe more closely the amount of time devoted to each, to become aware of the personal satisfaction derived from each, and to learn how the roles may be related to one another. In learning to cope with role conflict, each participant was asked to identify the conflicts, to become aware of the personal style in dealing with them, and to learn some new ways to begin to reduce the stress and to limit the conflicts.

F. "Research on Academic Advising"

Workshop Leaders: **HOWARD C. KRAMER, BOB GARDNER**, Cornell University and **DARRYLYN WHITE**, Jersey City College

Sponsored by NACADA's Research Committee, the workshop provided information about research activities in academic advising. Participants were presented with a model of different levels of research in the field and with suggestions for needed research in various areas. Research bibliographies were then reviewed as the basis for a more thorough discussion of research issues.

Finally, participants were provided a summary of research methods which have application to academic advising. Following this review there was presented the opportunity to analyze typical problems and pitfalls in conducting research in this field.

G. "Academic and Career Advising of the Undecided Student"

Workshop Leader: **VIRGINIA GORDON**, Ohio State University

A broad overview of the essential elements in a model program for advising exploratory/undecided students was the basis for this workshop which has been presented nationally through the auspices of the ACT workshop program. A profile of undecided students, which has been developed from surveys conducted on campuses across the country, was presented for review and analysis. Subsequently, a variety of the systems developed to serve the undecided students was discussed, including a review of program concepts and resources.

In the final portion, participants were asked to identify the types of exploratory/undecided students on their own campuses and to assess the programs and services they provide currently.

H. "Current Legal Issues Affecting the Role of the Academic Advisor"

Workshop Leader: **JOSEPH C. BECKHAM**, Institute for the Study of Higher Education - Florida State University

This workshop focused on a representative group of legal issues relating to the academic adviser's role as counselor, adviser, and researcher. Recent cases relating "student consumer" issues were reviewed and potential adviser risk, as well as institutional liabilities, were emphasized.

A list of most frequently litigated cases was presented for analysis of general issues and principles which apply to academic advising situations.

Three general concepts were again emphasized by the workshop leader. First, in dealing with students academic advisers must take the position of a "reasonably prudent person," which means they will only offer that level of knowledge and ability provided by their own training as advisers. Second, it is important to maintain records of student/adviser conferences in order to preserve evidence of the adviser's actions in case litigation should be threatened. Finally, advisers must understand the contractual nature of the relationship between students and institution. A student relies on written and oral policies conveyed by the institution (including agents such as academic advisers), and this may be deemed a contractual relationship in a court of law.

Part III. IN-CONFERENCE WORKSHOPS

I. "Orientation to Advising for New Conference Participants" (Monday - October 11)

Workshop Leaders: **DIANE L. DUNTLEY**, Indiana University of Pennsylvania; **KATHERINE H. B. ANTOMMARIA**, Valparaiso University

This session was offered for the first time to attendees of the national conference. The program focused on conference participants who were new to NACADA as an organization and/or those who were new to the field of academic advising.

The workshop leaders presented an overview of the organization of NACADA and encouraged participation in the activities of the committees of the organization. Issues in advising in general, or of special interest to NACADA, were discussed. The terminology in common use among advisers was reviewed and questions answered. Finally, there was particular emphasis placed on the value of NACADA as a professional support group for those who do academic advising.

Before adjourning the leaders reviewed the program of the 6th Annual Conference to provide insight about the format and goals of the various types of sessions of the formal program, and to suggest ways to use the informal aspects of the conference as resources.

J. "Taking Hold of Change" (Monday - October 11)

Workshop Leader: **JOHN C. CRYSTAL** (Keynote Speaker)
(Summary from notes of a participant, Lynn Gardner.)

This workshop was oriented specifically toward the issue of bringing about change within the individuals who participated in this three-hour session. The activities were divided into three periods.

First, each participant was asked to take three hypothetical opportunities to be creative: 1) a billboard is provided to advertize anything you choose; 2) you are given 60 minutes of TV air time to use as you please; and 3) a sabbatical leave is available next semester if you can develop a creative self-development project. The purpose of this segment was to provide a self-directed exercise to identify personal values and styles. Each participant was asked to understand this process as a way to understand his/her own life and work styles so as to assess current goals and degrees of satisfaction.

Second, slides were shown on various models of career choice. Particular focus was given to the "University model" which is seen as linear, i.e., one in which we enter the assembly line and come out the other end in one of several possible "models" (engineer, business

graduate, etc.). The workshop leader encouraged participants to think instead of careers as multi-dimensional, more like one can view music, for example, as having dimensions of depth, range, etc. The latter is dynamic, not linear.

Thirdly, participants were asked to conclude the session by dividing into small groups of three to brainstorm on how to get started on goal attainment. This part demonstrated a creative process which expands one's thinking regarding the beginning steps toward change.

K. "Designing and Implementing a Successful Advising System" (Tuesday - October 12)

Workshop Leader: DAVID CROCKETT, The American College Testing Program

This workshop operated with the assumption that good advising programs do not just happen; they are the result of careful planning and commitment.

Key factors and principles in planning were outlined as follows:

1) Administrative Support and Commitment

To gain support for advising, make requests that are issue related, benefit oriented (e.g., increased retention), data based, and feature successful models at similar institutions.

2) Written Policy Statement on Academic Advising

In developing an institutional policy consider a wide-range of activities such as advising needs and philosophy; goals and objectives; delivery system; adviser and advisee responsibilities; student participation in establishing policy; selection, training, and assignment of advisers; evaluation and reward of good advising; funding; and communication about the system.

3) In-Service Training

Plan them well to select times when advisers are available and can be away from their work areas. Provide incentives and use campus resources for training. Design participating workshops on topics of greatest interest to advisers. Evaluate and repeat.

4) Advising Information Systems

Adviser can never know too much about their advisees. The quality of an educational/career decision increases with the amount of relevant information available.

5) Evaluation of Advising

Consider involvement of those to be evaluated. Agree on criteria for determining "effectiveness." Determine how and when to measure, how to provide feedback, and how to fund. Implement.

6) Recognition/Reward System

Implement creatively.

7) Frequency of Contact and Adviser Load

Though students have differential advising needs, better programs tend to be "intrusive." Advisers need a reasonable student load to be effective in assisting student development. Think of combining group and individual advising; use printed materials, peer advisers, or other strategies to reduce overload.

8) Integrated Referral Systems

Referral is necessary, but many advisers refer too quickly. Advisers must know more about the services provided by counseling centers, financial aid or career planning offices, developmental skills centers and especially faculty.

9) Coordination/Management System

Whether centralized or not, advising needs leadership, planning, organization, support, coordination and communication.

Management is the art of getting things done through other people by striving for optimum individual performance while achieving worthwhile goals.

10) Appropriate Delivery System

Evaluate needs, determine goals and establish a delivery system which usually combines numerous resources to achieve individual institutional objectives.

Good advising requires creativity, organization, receptivity to new ideas, willingness to change, hard work and a group of caring people.

L. ADDRESSING INSTITUTIONAL PROBLEMS WITHIN THE ACADEMIC ADVISING PROGRAM (#43 on the Program)

Workshop Leader: **FAYE ROBINSON**, Western Kentucky University

Summary Author: A. F. Robinson

The workshop on addressing institutional concerns within the academic advising program was designed (1) to stimulate the participants' creative thinking in regard to the contributions toward alleviating institutional problems which can be made by an effective and institutionally-aware advising program, (2) to encourage advising directors/coordinators to become agents of change through the use of supportive data in addressing institutional problems, and (3) to assist each participant in beginning to plan for the changes needed to maximize the effectiveness of the advising program on his/her own campus.

The program should help advising coordinators take advantage of the increased opportunity they now have for effecting positive change within their institutions. Advising has generally been considered a service to students, designed to help them have a successful and satisfying college experience. However, the present or anticipated enrollment declines and the resulting focus on retention have created an awareness that advising, as an integral key to retention, provides direct and important benefits to the institution as well. Some faculty members who previously have considered advising an almost intolerable burden are now realizing that their performance in advising students may have an effect on their own well-being. Thus, their attitude toward the task is changing and advising coordinators should be ready to seize the opportunity which this change of attitude presents.

Within this changed environment, an effective program of advising can have a positive impact not only on student retention but also on other current institutional problems. For example, the difficulty in attracting and retaining faculty to provide adequate staffing for courses in areas of high demand and the difficulty in maintaining faculty morale in a time of retrenchment can both be alleviated to some extent through the advising program. Workshop participants received practical assistance in determining the data needed to support this role of increased importance for the advising program on their own campuses and were given an opportunity for and assistance with developing the necessary plans for change.

The program, based on the research and experience of the writer and others, was conducted in a workshop format. After presenting the general idea, the leader initiated discussion of problems common to the institutions represented. Participants were divided into small

groups to generate ideas for addressing specific institutional concerns within the advising program. Each small group reported ideas to the larger group and a discussion was held regarding the gathering and use of data to support the ideas generated. Finally, each person began to formulate the steps needed to implement planned change on his/her own campus.

PART IV. FOCUS AND SPECIAL SESSIONS

Focus Sessions were new for the NACADA program in 1982 at San Jose. They were intended to provide a basis for several different programs to compare their respective approaches to the same advising problems.

Other special sessions included for the first time were:

1) A Forum on Legal Problems in Advising, a question and answer session led by Joseph Beckham as a follow-up to his pre-conference workshop (see Part II above).

2) A Student Panel, composed of students from several colleges and universities in the San Jose area who expressed their expectations and concerns about academic advising. This session was co-chaired by Lowell Walter of San Jose State and Bob Petty of Santa Clara.

Finally, there was continued at San Jose the traditional and increasingly popular Idea Exchange. Organized for the 6th Annual Conference by Paul Hagar of Berea College, this two-hour session provides for a wide-open informal exchange of ideas by bringing together special displays of advising materials, audio-visuals, handouts, advising handbooks, and poster materials related to advising from all participants who wish to demonstrate and/or share their ideas.

(No. 11) FOCUS SESSION: ADVISING THE FOREIGN STUDENT - INFLUENCING FACTORS AND A MODEL PROGRAM

Presenters:
John A. Bonanno, Florida International University; M. Eileen McDonough and Laura Armesto, Barry University

Summary Authors: L. Armesto, J. A. Bonanno, and M. E. McDonough

According to the Institute of International Education, there are approximately 300,000 foreign students in the United States attending institutions of higher education. These students require academic advisement integrating many factors - immigration regulations, social, cultural, and psychological influences.

A major area of importance affecting the progress of the foreign student is the relationship of United States immigration regulations to the student's academic program. These regulations dictate the minimum number of academic credit hours taken by a foreign student, the need for summer term enrollment, the opportunity to pursue academically relevant work experiences, the ability to transfer to another

college/university, the time allowed for completion of a degree program, etc.

Academic advisors must be cognizant of cultural factors affecting the status of foreign students. Although foreign students must demonstrate English language proficiency prior to entering academic programs, varying degrees of language deficiency manifest themselves in their coursework. For example, a student who possesses adequate English listening skills could be hampered by poor writing skills or poor speaking ability.

A major problem experienced by many foreign students relates to their experiencing temporary financial difficulties due to governmental or currency exchange restrictions. The student has not received funds from home and is uncertain of their date of arrival. In the meantime, educational and living expenses cannot be paid and emotional trauma occurs. In order for the advisor to assist the student, it is imperative that the advisor have an awareness of the alternatives available to the student.

A model advising program developed at Barry University focuses on the advisor both as a catalyst and coordinator. Programs that focus on the academic alone fail because they attempt to solve only the academic problems of these special students. However, a student's academic performance is affected by many factors--social, cultural, and psychological. Unless these other factors are dealt with, no academic program alone can help.

Advisors are prepared to respond to and identify the needs of the students. These needs include academic culture shock, low motivation, fear, and low self-esteem. Advisors are trained in communication skills, needs identification, time management and goal setting.

At Barry, the advisor is the link between the student and all pertinent areas of the university. The advising program and curricular changes to increase language proficiency were designed to meet student needs. As a result of these changes, retention of international students has increased. Curricular changes were developed at the University to enable students to attain the linguistic proficiency necessary to succeed in college courses.

The Advising program and curricular changes were designed to meet the needs of Barry's student population and have increased the retention rate of international students. Generally, the kind of institution, as characterized by its objectives, and the kind of student it attracts will determine variations in the program. How to develop such a program at any institution was discussed.

(No. 12) FOCUS SESSION: A PERSONALIZED, COMPUTER-ASSISTED APPROACH TO COLLEGE ADMISSIONS AND ADVISING

Presenters:
Denice A. Reda and Evelyn P. Burdick, Triton College

Summary Authors: D.A. Reda and E.P. Burdick

The Personalized Admissions and Advising system at Triton College was developed from the idea that prospective students would benefit from having a specific contact person (an academic advisor) on campus with whom all contacts could be made. The advisor's role was to provide assistance in a variety of ways, from the time the prospect began the admissions process and continuing through the first semester coursework.

Our overriding philosophy is that our prospective students are VIPs, not institutional numbers. Consequently the communications we develop, the systems we design, and the services we provide reflect this philosophy.

Timely and personalized written communications, interspersed with personal one-on-one contact, more effectively meet the needs of individual students; and an entire program based on this personalized approach is the key to:

*attracting a prospective student to the college;

*convincing the prospect that the selection of our product (over that of our competitors) is of particular benefit;

*stimulating the prospect to enroll in the college, and lastly;

*providing satisfaction of this "purchase" of our product as evidenced by subsequent semester enrollment and retention.

The system combines computerization with a personalized approach to admissions and advising. By combining the features of an IBM 6440 System 6 word processor with the capabilities of our existing Burroughs 6800 computer, we have a system that:

*tracks students from initial application, registration and through their first semester of classwork

*identifies enrollment patterns/trends which assists in evaluating the cost benefits of our recruitment, admissions and advising strategies

*tracks students' retention rates

*personalizes all letters and communications

*tracks all correspondence received and events attended (avoids duplication)

*assigns each student an academic advisor (his/her "personal contact")

*enrolls students in "New Student Orientation" sessions

*monitors and records students academic progress throughout their first semester.

The capabilities of this system enable our advising staff to have immediate access to a wealth of information about their students' personal and academic backgrounds, which is especially helpful in personalizing communications. As a result, the advisors' relationships with students are enhanced because students feel they are "very special" and that someone "cares." The new student, who initially may be disoriented to campus life, procedures and terminology, has one specific contact person identified to him/her personally.

In retrospect, perhaps the most valuable lesson learned occurred when student markets began to be viewed as entities, composed of individuals with basic intrinsic needs for recognition of their self-worth. We focused on nurturing this basic need by knowing as much as possible about each prospect (academic history, educational plans, extra-curricular interest, enrollment record). Having gathered as much information as possible made it relatively easy to respond individually to each student's needs at every level within the Student Affairs Department.

(Note: The complete article may be read in: "Are They Numbers or VIPs? A Personalized Computer-Assisted Approach to College Admissions and Advising," by E. Burdick and D. Reda, in Educational Technology, Englewood Cliffs, New Jersey, 1982.)

(No. 13) FOCUS SESSION: TWO APPROACHES TO THE ADVISING OF BILINGUAL/BICULTURAL AND MINORITY "HIGH RISK" STUDENTS

Presenters:
Prentiss Love, Grambling State University and Roberto Rios, Boricua College (NY City)

Summary Authors: P. Love and R. Rios

Professor Rios presented an overview of the program at Boricua College which is a small, urban, bilingual/bicultural four-year college established in 1973 primarily for "high risk" Hispanic (especially Puerto Rican) students. The goal of the college itself is to help these students overcome the "culture shock" imposed by attending higher education institutions which do not relate to Hispanic culture. The advising plan is thus a result of the non-traditional plan designed to provide students the opportunity to design a highly individualized set of learning contracts which combine in-class learning with the world of work. Thus, at Boricua, the more traditional academic advisers do not exist; they have been replaced by "facilitators" whose aim is to develop the whole person by establishing contracts for individualized instruction (cognitive domain), colloquium (affective domain), internship, clinical internship, theoretical and cultural instruction, and field experience (vocation, career interests). Students may opt to complete either an Associate Degree program which is designed to place students into careers in civil service or continue to complete baccalaureate degrees in Human Services, Education, or Business.

In contrast, Professor Love described a situation at Grambling, which is rural in setting and attracts primarily Black Americans. In order to assist the academically poorly prepared students, the Division of Basic Studies at Grambling is responsible for a program to help students survive their first year at the University. Adopting an essentially counselor-oriented mode, representatives of the program demonstrate how the students are identified, advised and provided with opportunities to gain experience in order to succeed as "high risk" students.

(No. 19) FOCUS SESSION: THE MULTIVERSITY ROUNDTABLE CREATING EFFECTIVE ADMINISTRATIVE POLICY FOR FACULTY AND ADMINISTRATION

Presenters:
Wayne Hanebrink, Washington University; Gary Kramer, Brigham Young University; Ray C. McClure, University of Missouri-Columbia; Nan Palmer, Southwest Missouri State University; and Robert Petty, University of Santa Clara

Summary Author: Jeanne M. Lagowski, University of Texas (Austin)

Creating effective administrative policy for faculty and administrators was addressed by focusing on three specific aspects of academic advising: evaluation of academic advisors and programs, merging of academic and career advising, and the campus environment for academic advising. Panelists discussed the ways in which their universities have attempted to resolve problems related to these issues.

Evaluating Academic Advisors and Programs (G. Kramer)

A self-study of academic advisement provided meaningful evaluative information for decision making at Brigham Young University. A small steering committee composed of faculty, staff, students and advising personnel established standards and guidelines which were used by the eleven advisement centers in preparing their individual self-study reports. An evaluation team visited each center and reviewed the center's report with faculty and advisement and administrative personnel in the college. Records were examined, activities observed, and appropriate personnel interviewed during the visit. Following the review, the evaluation team submitted a report of its findings, including strengths and weaknesses, suggestions, recommendations, and commendations where appropriate.

The evaluation process was viewed as a worthwhile exercise at all levels and allowed academic advisement to assume an offensive posture in reporting and improving program effectiveness.

Merging Academic and Career Advising (N. Palmer)

Southwest Missouri State University offers a "Career and Life Planning" course designed to help students assess their values and goals, and improve their job-seeking skills. Mutual recognition of the facts that education is the University's primary goal but that students still "need to eat" has encouraged a productive and effective working relationship between the Advisement Center and academic departments. Graduates who have participated in the course have enjoyed remarkable success in the job market.

Campus Environment for Academic Advising (R. Petty)

The University of Santa Clara subscribes to the following advising guidelines. To be effective from the students' viewpoint, advisors must be perceived as knowledgeable, interested in the advisee, and accessible. Advising must also be perceived as an integral part of the educational experience so students will be assertive and take the initiative. Finally, the student must feel that he/she has gotten something from the advising session--a new idea, new thought, or referral, for example.

USC faculty consider advising an integral part of the education of all students. Exploration of a prospective faculty member's philosophy about advising is an important aspect of the interview process. Without exception, administrators at USC regard advising as part of a faculty member's job and feel he/she should be held accountable for it. Support for training and faculty development in this area plus some kind of recognition are an integral component. As well, difficult and important questions concerning the weighing of advising in tenure considerations must be addressed.

Campus Environment for Academic Advising (W. Hanebrink)

The philosophy that academic guidance is best given by faculty who teach, conduct research, and are at the cutting edge of their discipline underlies the approach to academic advising at Washington University's College of Arts and Sciences. A good advisor is one who makes him/herself unnecessary, gradually moving from the role of "all knowing" guide to that of colleague, by the time the student graduates.

Students with declared majors have been advised within departments; those without declared majors have been advised by College Advisors. College Advisors were carefully selected faculty invited by the Dean to serve for a period of at least three years. Groups of about 15 advisees were assigned to College Advisors for regular formal and informal meetings. A one-unit credit elective taught by the faculty was designed to introduce students to various majors. College Advisors have received small honorariums and have been reimbursed for expenses associated with student get-togethers.

Advising within departments has been managed by a coordinator, usually a member of the College Advisors group. Preprofessional advising (medicine, law, etc.) has been centralized in the Dean's office.

SPECIAL SESSION: FORUM ON LEGAL ISSUES IN ADVISING
(Monday, October 11)

Discussion Leader: Joseph C. Beckham,
Florida State University

Professor Beckham first provided a graphic displaying the most common legal issues of ongoing concern for advisors (whether they know it or not!) and indicated those which most frequently lead to court. Focusing on such principles as due process and contract, and violations of sound practice such as "arbitrary and capricious" behavior or "fraud" in representing programs, Professor Beckham allowed the audience to relate their own concerns and to ask questions about the "legality" of various practices at their own colleges and universities.

A lively discussion and comparison of practices followed among members of the audience as specific questions were addressed. The opinions of the discussion leader were always expressed with an eye to court experience, as well as common sense "do unto others" thinking.

SPECIAL SESSION: THE STUDENT REACTION TO ACADEMIC ADVISING IN THE 80's (Wednesday, October 13)

Coordinators: Lowell Walter, San Jose State;
Robert Petty, University of Santa Clara

This was a new session which was well received by an audience of about 50 faculty and other advisors even though it came on the final morning of a three-day conference. Students from San Jose and Santa Clara made up the student panel representing various ranks (Freshman to Graduate Student); stages of entry (e.g., transfer, first-time Freshman [18 years old], and re-entry older adult); and program majors.

The students provided an overview evaluation and commentary on the quality of advising they were receiving. A wide range of experience was represented, from the very negative to the very positive. There were many suggestions offered by the students, but probably the most commonly expressed desire was for the one-to-one advisor/advisee relationship that would carry through the undergraduate career.

The audience responded quite well to the critique. Many faculty present had never experienced direct feedback on their advising and felt it was so useful that they wanted to initiate a similar technique on their own campuses.

Evaluation of this session led to several recommendations for those who might want to implement student panel evaluations of advising:

1) Structure the session so you cover a reasonable range of advising situations and delivery systems that truly represent your campus advising situation.

2) Bring together a representative student panel so that you provide feedback from the range of students on your campus. Do not forget the older, non-traditional, or off-campus student, the transfer, etc.

3) Be sure that no faculty who have one of the student pantlists in class that semester be permitted to abuse the set-up by placing that student in a difficult position where he/she could not be open in providing feedback.

PART V. TOPICAL SEMINARS (Tuesday, October 12)

TOPICAL SEMINAR 1: ADVISING IN OPEN ADMISSION SCHOOLS

Presenter:
George Anna Tow, Chabot College - Valley Campus, Livermore, California

Summary Author: G. A. Tow

The three major topics first expressed were about open enrollment:

(1) What placement assessment needs to be done?
(2) What help can be given unprepared students?
(3) With a student's lack of progress, at what point should he/she be dismissed?

During the discussion, a fourth concern arose:

(4) What credit, toward what degrees, should be given for remedial or developmental courses?

It was expected that people interested in this topic would be from community colleges with open-door policies, but most were from small, average, and even very large state universities. Student populations, even at four- year schools, are changing. What different schools do at different times depends partly on the funding available for developmental courses, and on the financial pressure either to bring in more students or to cut back on enrollment.

1. Assessment. There is a need for adequate assessment. To welcome students, accept their tuition or their state funding, and then not to provide classes in which they can succeed is programming them for failure. Selective admission schools can assess prior to admission but open admission schools often accept students without adequate assessment. Requiring testing will probably prevent attendance of some students, but without testing many students will be poorly placed. Some schools rely on standardized tests such as the Nelson-Denny for reading assessment, while others construct diagnostic tests designed to test for their own instructional program. Writing samples are widely used. Large schools tend to have separate classes for remedial, developmental, and regular composition classes, while one small campus provides all of those services within the same time frame, with students signing up for English "X". They are tested and work at their own pace on their own areas of weakness or proceed with regular composition. This facilitates scheduling on a small campus and permits the testing to be done on the first day of class if students did not do this earlier. One person bluntly stated that most students do not succeed in remedial classes - except for the older, returning students - and that such classes as they now exist, are often an unethical way to receive increased funding.

2. Help. One concern is that developmental help is often funded on soft money. Some schools charge other fees for remedial classes or developmental classes. Some provide print-outs for counseling of students not making satisfactory progress. One school has had a successful follow-up with small group counseling sessions for such students.

3. Dismissal. There was not adequate time to discuss dismissal practices, but it was agreed the best success rate on returnees was with people who had been out two years or more.

4. Credit. There is wide variation on credit given for remedial and developmental courses. Some schools give no credit toward degrees and charge fees for such courses. Others give credit toward two-year degrees but do not certify the courses for credit at four-year institutions. At one large four-year school, all developmental courses are given full credit, even toward four-year degrees. This school stated they have had great success in getting students into such classes, filling 100 sections all the time. They have mandatory testing, with non-mandatory compliance. The students do not have to accept their recommendations, but they do.

It was felt it is a real challenge to advise effectively in an open admission school.

TOPICAL SEMINAR 2: THE FACULTY ADVISOR

Presenter:
Ronald V. Adkins, University of Puget Sound

Summary Author: R. V. Adkins

During this roundtable discussion, participants shared their ideas and concerns focusing on the role of the faculty advisor. There were no formal presentations although some participants provided sketches of aspects of their programs or circumstances that elicited or provided more focused advice.

The more important ideas which emerged were:

1. Support faculty advisors by requesting that top administrators clearly and actively voice their concern for a successful advising program. This is even more critical if faculty are expected to serve as "general" as opposed to departmental advisors.

2. Involve faculty in the generation or reinvigoration of advising; such activity could begin with a faculty roundtable discussion of the problems and prospects for advising in the local situation.

3. Recognize that most faculty will not be comfortable with certain aspects of counselling (personal adjustment, extended value-clarification processes, tutorial assistance). Provide for these elsewhere in the institution.

4. Be sensitive to insecurity voiced by faculty, individually or collectively. Most specifically, many faculty are concerned that time and energy devoted to advising will be relatively unimportant in tenure/ promotion consideration. Others may be concerned about how data regarding student retention will be treated by administrative officers.

5. Train faculty advisors. There was no concensus about the content or who should provide the training, but the training should be consistent with the goals and objectives of the institutions' specific programs. Bibliographic suggestions included: William G. Perry, Jr., Forms of Intellectual and Ethical Development in the College Years; Arthur W. Chickering and associates, The Modern American College; various publications of Joseph Katz; H.C. Kramer and R.E. Gardner, Advising by Faculty; and video tapes prepared by Lowell Walter, San Jose State.

A concluding thought which surfaced was that we should better prepare students to be advisees. Advising is, after all, a two-way street, and advisees are typically as unprepared for their role as advisors are for theirs.

TOPICAL SEMINAR 3: COMBINING FACULTY AND PROFESSIONAL STAFF ADVISEMENT

No summary made available.

TOPICAL SEMINAR 4: INSTITUTIONAL SUPPORT AND CREDIBILITY FOR ADVISING

Presenters:
Sara C. Looney, Chair, George Mason University; David Goldenberg, Bradley University; Linda A. Syrell, State University of New York (Oswego); and Dan Wesley, Oklahoma State University

Summary Author: S. C. Looney

Each seminar participant addressed specific strategies which had increased support and credibility for advising.

David Goldenberg presented efforts to improve support in three categories. Image, he said, refers to "marketing." External perceptions can be influenced by the way advising personnel deal with faculty and staff. Support from faculty is increased by participation in research and grant development. Administrative support can be gained by tying advising to retention. Finally, efforts to develop a rewards system increase support for advising. The rewards might be as extensive as positively affecting a tenure decision or as simple as an appreciation dinner.

Lynda Syrell shared some of the documents that lend institutional support and credibility to advising at SUNY, Oswego: the President's statement in the Master Plan, the statement on commitment to advising in that same document, and articles supporting advising written by major administrators. Top administrators' support has increased credibility for advising. For example, volunteer advisors are awarded a certificate at a president's reception.

Dan Wesley outlined training and utilization of academic advisors. He described advising as an integral part of the academic program. Administrators, he said, must be "taught" to see the importance of advising. And advisors must be careful and accurate in giving students the right information.

Sara Looney spoke of the development of good materials as one way to gain support. An Advising Handbook can provide the faculty with a much needed reference on programs and policies and is especially useful if it outlines procedures which are not articulated but are simply a matter of practice. Faculty advisors also react favorably to organized information on majors and careers.

There was a great deal of audience interaction with the seminar participants. The topic seemed to lend itself to the recounting of "war" stories which sound familiar to any academic advisor.

TOPICAL SEMINAR 5: MINORITY ADVISING AND SENSITIVITY DEVELOPMENT

Discussion Leader: Tom Brown, St. Mary's College (California)

This session was conducted as an informal roundtable discussion which focused on numerous aspects and issues related to being sensitive and "sensible" in advising minority students regardless of the size, location, or mix of students on a given campus.

The facilitator, Tom Brown, brought his years of experience to bear and provided numerous insights regarding approaches to bring about change, to confront issues, to engage faculty and to improve the overall campus atmosphere for minority students.

TOPICAL SEMINAR 6: NEW APPROACHES TO ORIENTATION

Presenter:
Robert Standing, California State University (Chico)

Summary Author: R. Standing

Participants in the Topical Seminar on "New Approaches to Orientation" quickly agreed to the following agenda: (1) Introductions with participants briefly describing the type of help they would like to receive in order to strengthen or redirect their orientation programs, and (2) sharing from the group of successful approaches and solutions to the concerns identified.

Discussion was lively yet moved along quickly so that each main concern was considered at least briefly. A sampling of some of the "new directions" suggested follows:

1. On-going orientation: A new orientation class is under development at CSU, Northridge. CSU, Long Beach has a required class. Tulane offers study skills programs after mid-terms especially for those receiving low grades. The University of Utah offers special programs for students on probation after the first quarter. UCLA summer peer advisers become on-going resource people to new students throughout the school year.

2. Responsibility for Orientation: Participants in the seminar represented a wide variety of offices who had responsibility for orientation. The majority had some direct tie to an advising office. Movement toward strong ties between orientation and academic affairs was noted. Improved retention

and direct contact with large numbers of students were suggested as selling points for orientation.

3. Content of Orientation Programs: Representatives from UCLA outlined their elaborate 3-day program which includes assessment interviews, workshops, exercises in planning a four-year degree program, presentation on learning and performance, library experience and more. CSU Northridge is taking orientation programs to local community colleges. Their regular one-day program includes 19 faculty who are paid for their participation, as well as "student ambassadors" who serve throughout the year. Eastern Illinois University provides four separate day-long programs for transfer students.

4. Other: Several schools help students prepare in advance for the orientation program. Some use "academic planners" or surveys which are mailed to students in advance which they are expected to complete before their program.

5. Conclusion: Participant response to the several good suggestions resulting from the program was positive. Names and addresses of participants may be obtained by writing the discussion leader.

TOPICAL SEMINAR 7: TOPICAL SEMINAR ON RETENTION

Presenters:
M. Eileen McDonough and Linda Peterson, Barry University

Summary Authors: M. E. McDonough and L. Peterson

This session opened with a brief presentation on the general aspects of retention. Although most institutions have retention figures, it is clear that these figures are gathered in a variety of ways, making institutional comparison difficult. Most data indicates a 40-60% retention figure, based on a five-year graduation rate.

If it is indeed true that freshmen who remain at an institution within the first 3-6 weeks persist for the duration of the semester, their first contact points within the university would be critical. Several programs were described which emphasized: faculty attitude toward students, monitoring all student contact points (housing, counselors, teachers, advisors, secretaries, registrar, etc.), faculty training in teaching-learning styles, and updated student information systems. Another suggested retention strategy was to make freshmen courses the best in instructional design, since some of the worst courses at many institutions are the general studies courses.

It was generally agreed that exit interviews were not useful, since only about 10% of those withdrawing actually go through the interview process. However, the group agreed it would be good to have an early warning system for grades and missed classes. Several schools who use such a system reported that this works very well.

Orientation programs for both parents and freshmen/transfers was viewed as an effective way to improve fit between student and institutional expectations. One school sent a newsletter twice a semester to parents, informing them of student pressures, school policies, and important dates. Freshmen with divorcing parents demonstrated serious and unusual stresses. Advisors need training to deal with this.

It was noted that there was a higher than normal no show rate for freshmen. This was largely attributed to financial stress. Institutions with higher tuition rates indicated that they will be expecting a higher rate of transfer students from area Junior Colleges. In some cases they are presently advising these students on courses that will transfer.

Participants from Union College noted John Bean's study on attrition and suggested that his questionnaire might be a useful tool in gathering data.

There was general agreement that student attrition is the most severe problem facing colleges today. In spite of that, few colleges have been willing to invest significant resources to study retention. Institutions must understand the factors leading to attrition if they are serious about exploring alternatives to reverse this trend.

PART VI. PAPER SESSIONS

No. 1 INITIATING AN ACADEMIC ADVISORY SYSTEM FOR THE PROFESSIONAL STUDENT

Presenters:
Nancy C. Hudepohl and Suellen Reed, The University of Texas Health Science Center at San Antonio

Summary Authors: N.C. Hudepohl and S. Reed

The present academic advising system was an outgrowth of a needs assessment initiated in the Summer of '81 by the administration of the school of nursing in response to the increase in the number of student failures.

Before initiating any type of advising, a survey was administered to measure the extent of the faculty's willingness to work with the weak student. In addition, the conclusions of a literature review and information from national meetings regarding culturally diverse and high-risk students, as well as the results of the needs assessment were shared with the faculty. After disseminating this information, a more extensive attitudinal survey was administered.

In the Fall of '81, the administration shared with the faculty the results of the survey. Based on faculty response and the administration's wish to respond quickly to the attrition problem, a pilot academic advising program was initiated in the Spring of '82 for readmitted students who had failed one or more courses in the Fall of '81.

The sixteen volunteer faculty that were chosen to serve as advisors participated in a twelve hour training program which focused on refining the advisor's consultant skills by means of new information, problem analysis, and role playing.

Results of student and faculty evaluations indicate that the use of faculty as advisors for students having academic difficulty was perceived as having been beneficial. The fact that the percentage of readmitted students who successfully completed courses increased for the Spring of '82 (84.1%) by 32.3 percent as compared to the Fall of '81 (51.8%), was sufficient evidence for the administration to agree that the program warranted its continued support.

No. 2 A FORMAL PARENT PROGRAM TO AID IN THE RETENTION OF FRESHMEN STUDENTS

Presenter:
George W. Schubert, University of North Dakota

Summary Author: adapted from the summary by G. W. Schubert

Because most parents of students who enter the University of North Dakota have never attended an institution of higher education, the institution has placed a high priority on helping parents understand basic procedures and terminology pertaining to higher education. The Summer Early Academic Advisement Program and Parent Program was designed to address this concern.

Strongly emphasized is the intent of the program to help parents better understand the institution and the language of that institution. Thereby, parents can better understand and communicate with their son or daughter. In a very diplomatic way, it is pointed out to parents that it is important that they be very supportive during their son or daughter's first year at the institution. It is important for parents to realize that they will be an important factor in determining whether their son or daughter remains in school or becomes a "drop out" statistic.

Information which is presented to the parents is divided into two major areas, academic and non academic. Definitions, examples, and role-playing center around the following academic concepts: Grade point average, academic probation, general graduation requirements, Mini Semester, mini courses, credit hours, audit grade, satisfactory/unsatisfactory grading, ACT/SAT scores, and part-time versus full-time students.

Examples of items in the non academic area which are discussed with parents include: On campus housing, off campus housing, student privacy, health facilities and services, sororities and fraternities, public transportation, employment services, and student financial aid.

At the conclusion of the formal presentation pertaining to academic and non academic matters, parents join their son or daughter for lunch at the main University dining facility. This provides the parents with a "first-hand" experience pertaining to the quality of the food and the dining facilities. The Parent Program concludes with an on-campus tour, which includes a visit to a typical dorm room so that parents have a "picture" of their son or daughter's living environment.

At the end of the day, when students and parents leave the campus to return to their home, many questions have been answered for the parents and the newly enrolled students at the University. The Parent

Program and Summer Early Registration Program for freshmen provide families with a true feeling of belonging to the University and the parents and students become aware of procedures and people who can help them if the need should arise.

No. 3 HELPING THE GENERAL STUDIES STUDENT BECOME A DECISIONMAKER

Presenter:
Frances K. Rauschenberg, University of Georgia

Summary Author: F.K. Rauschenberg

This presentation introduced an Advisement Center established in 1979 in the Franklin College of Arts and Sciences, University of Georgia. The center is staffed by 16 "professional" (versus faculty) advisers. Each adviser is responsible for advising approximately 300 students (freshmen and sophomores) in the College. By enrolling in General Studies, students are automatically considered "Unspecified" majors for the first two years. Students average "2.3 major changes" during college, so General Studies seeks to reduce anxiety and pressure on the student by delaying a formal declaration of intent.

Utilizing Perry's Model of Student Development and Tiedeman's Decisionmaking Paradigm, the advising center approaches the advising of freshmen and sophomores differently. General Studies accepts Perry's "Dualism" stage and Tiedeman's "Exploration" phase and recognizes the advisor's role as an authority figure for freshmen. It provides a more intensive, proactive, intrusive type of advising as the student adjusts to college life and independence from family. Advisors assist in balancing tough academics, social life demands, and emotional ups-and-downs. Freshman advising concentrates on helping students learn basic decisionmaking skills through low risk exercises in course selection and class times.

Sophomores generally are more directed in all aspects of college life. Advisors need to provide fewer explanations of general degree requirements and course content, but they must give more information on individual majors, career opportunities and solution of specific academic problems. This concept is supported by Perry's "Multiplistic" stage and Tiedeman's "Crystallization" phase. It is especially important for advisors to answer questions for sophomores to provide a smooth transition for them to the major department. Sophomores have more advanced decisionmaking skills which extend beyond academics to growing expertise in "life transfer" lessons.

The presenter provided statistics which demonstrate increased retention of freshmen under this program. Comments from major division advisors about the impact of General Studies advising on sophomores were also covered. Finally, results of three annual student surveys were presented.

No. 4 BREAKING TRADITION: ACADEMIC SUCCESS OF HIGH RISK ECONOMICALLY DISADVANTAGED COLLEGE FRESHMEN

Presenter:
Bert A. Goldman, University of North Carolina at Greensboro

Summary Author: adapted from program proposal by B. A. Goldman

This session was to focus on a non-traditional advising system for high risk, economically disadvantaged freshmen including academic support services. Results of this study including tables and graphs would have been presented. However, because of last minute travel difficulties the chairperson was unable to attend and the session was cancelled.

No. 5 A COUNSELING AND ADVISING NETWORK COMMITTEE: AN AGENT FOR SELF-HELP AND CHANGE

Presenters:
Sally Derrwaldt; Margaret Griffin, University of Wisconsin-Milwaukee

Summary Authors: S. Derrwaldt and M. Griffin

The purpose of this program was to share the experiences of a group of academic advisors at a large metropolitan, commuter, public university who were originally convened by a campus administrator to deal with the problem of sex bias in advising and counseling, but who eventually expanded their sphere of influence and interest with positive results, some quite unanticipated.

Advising and counseling at University of Wisconsin-Milwaukee is decentralized, i.e., each of the schools and colleges at the university has its own advisors who work for their respective Deans. They are advising professionals who, for the most part, fall into the employee category of academic staff; that is, they are neither regular faculty nor civil service employees. Representatives from this group were asked to serve on a committee known as the Counseling and Advising Network Committee (informally known as the Network Committee), as the result of a Task Force report on the implications of the federal Title IX legislation on advising and counseling.

After approximately two years of work in developing programs dealing with their original charge, the Network Committee began to investigate and develop programs dealing with other problem areas in advising and counseling.

Their activities can be classified in four categories:

1. In-Service Training for Staff. A number of programs were designed to improve the quality and delivery of advising services. Programs on sex bias in counseling and advising, on the characteristics and needs of adult students, on counseling and advising minority students characterize one aspect of this category. The Network Committee also developed a training manual and videotapes to be used to orient new staff. An allday "retreat" on the subject of stress management and coping with counselor "burnout" was conducted.

2. Studies and Recommendations on Campus Issues. The Network Committee formed one sub-committee to study the problem of student retention, for example. This resulted in a written recommendation to the Chancellor which was favorably received.

3. Informational Programs for Students. The Adult Student Subcommittee of the Network designed a number of programs for adult students. Programs were held on financial aid, learning skills services, career planning and money management. In addition, several social receptions were held at which faculty social receptions were held at which faculty and adult students had an opportunity to meet and visit in a non-classroom environment.

4. Networking. This was an unanticipated outcome. For the first time on campus, student personnel staff had a chance to convene, discuss mutual problems, share experiences and information, and enlarge their perspective of the university and their role in it. There was real "networking" as well as a Network Committee. Staff worked cooperatively, in a collegial fashion with no thought for self-aggrandizement, to improve the quality and efficiency of their services.

Members stated openly that their morale had improved and they viewed the Network as a support group at a time when the diminishing resources of the institution often forced them to assume increased responsibilities without concommitant rewards and support.

The workshop audience was most interested in the Network Committee. Virtually every member in attendance participated in the discussion which centered mostly on the ways in which the advisors at UWM had created a power base that had, if only in a small way, been included in the university's committee structure and decisionmaking process.

No. 6 RESULTS OF INTRUSIVE ACADEMIC ADVISING AT UNION COLLEGE

Presenters:
Myrna Walters and LeVerne Bissell, Union College

Summary Authors: L. Bissell and M. Walters

The presentation was based on the concept that students on academic probation often do not have the necessary coping mechanisms to succeed academically. They need an intrusive advising program which will help them define their problems and plan action steps to solve them. Since they have at least temporarily lost control of their academic achievement behavior, they need the structure of an agreed upon plan and periodic review of that plan with a trained counselor.

The purpose of the presentation was to describe a hands-on approach to academic advising developed at Union College. The approach proved effective in providing the needed structure.

Union College is a church-related college with about 1000 students and follows an open admission policy. The mean ACT score of enrolled freshmen is about one standard score below the national mean. About 10% of the students are on academic probation.

Five years ago the school adopted a voluntary support system for dealing with students on academic probation. Using federal Title III funding, a Teaching Learning Center (TLC) with programs for academic, personal and career development was established. The center had a very positive image and was well supported by faculty and staff. Student usage increased annually, but students who needed the center most to succeed academically used it least. These students appeared to need a more structured intrusive approach.

An individual study-contract program was designed to maximize the positive image of the TLC and to fully utilize its many programs while still requiring students to get assistance. The study-contract system involved three phases: (1) identifying and informing students who need assistance, (2) arranging individual study contracts, and (3) monitoring student progress. The actual study contract consisted of four parts: (1) a description of the student and his perceived academic difficulty, (2) projected grade goals for each subject in which he was enrolled, (3) specific activities to which the student was committed in order to reach projected grade goals, and (4) a time schedule for the weekly checkpoints for progress monitoring.

Records kept over a three semester period comparing assisted and non-assisted students who had academic difficulties show that the program was very effective in (1) doubling the average GPA of assisted students, (2) increasing by 22% the number of students whose grades went up, (3) decreasing by nearly two-thirds the percentage who drop

ped out during a semester, and (4) reducing attrition by more than 10%.

While not conclusive, the experience of the presenters seems to indicate that students whose academic achievement is low need some type of intrusive approach to motivate them to grade improvement. The approach described here seemed to provide a needed structure that involved individual goal setting, appropriate activities, and continual monitoring of student progress, all of which appear essential in an effective program for assisting students in academic difficulty.

No. 7 CENTRAL ADVISING: PRESERVING ORDER AMID CHANGE

Presenter:
Carolyn G. Brewer, Eastern Washington University

Summary Author: C. G. Brewer

The presentation constituted an analysis of the impact of new general university requirements on a small regional institution. The focus was on the opportunities presented to affect constructive institutional change.

The trend toward newly constituted general university requirements was described with a brief analysis of Eastern Washington University's old and new requirements. EWU's requirements reflect the national move towards more prescriptive requirements with a strong emphasis on basic competencies.

The stage was set for change and the academic and administrative structures impacted were described along with existing interface problems. The players were a central advising office for undeclared students, departments, admissions, registrar, curriculum committees, and a newly appointed faculty coordinator of the new requirements. The institution suffered from insufficient offerings available for freshmen, outdated computer services, and poorly coordinated catalog and bulletin production.

Following a description of the chronology of implementation and highlighting of some day-to-day difficulties, the presenter looked at the constructive developments which were traceable to the implementation of the new requirements. First, a joint evaluation committee was formed to deal with the evaluation issues involved with the new requirements. At the same time the evaluation structure has been greatly improved and will be consolidated into one unit within the next year. Secondly, there has been marked improvement of communications with departmental advisors and curriculum committees traceable to the pro-active approach taken by Central Advising in managing information and issues as they arose. Finally, the information system has been targeted for improvement, a new catalog will be written, and a computer interface devised with the course bulletin. The key is the development of a General University Requirements Information System (GURIS) which provides curriculum planning options (to help avoid lack of adequate Freshmen classes) as well as an academic progress reporting system for individual students. The latter can become the basis for a computerized degree audit system in the future.

Because general requirements affect all degrees and a wide range of administrative systems, change brings problems. However, a centralized advising office can effectively manage problems during implementation and can take the lead in pointing to issues that need institutional attention.

No. 8 BUSINESS ROBOTS - ADVISING IN TRANSITION

Presenter:
Anna R. Newton, San Diego State University

Summary Author: adapted from the summary by A. R. Newton

Business students have tended to be goal-oriented and clear in their direction. They have been deliberate in their course enrollments and program planning rarely acknowledging the value of general education classes. As a result, these well-directed business students have been described as robots; materialistic, profit-oriented machines without an appreciation for the "finer things" in a university education.

To counter this attitude an advising tool was created which underscored the commitment to a broad-based university education and was also supported by accreditation mandates. The American Assembly of Collegiate Schools of Business referred to the required business curriculum for a university degree as the "Common Body of Knowledge." This advising tool has been named the "Supplemental CBK." The Supplemental CBK is the name for "packages" of courses which have been pulled together by assistant deans in other academic colleges in consultation with their faculty. The different group of courses were titled, such as Analytical skills, Critical Reasoning, and Support Processes. At present the Supplemental CBK is in effect with the College of Arts and Letters at SDSU. Negotiations have begun with the College of Professional Studies and Fine Arts. The Supplemental CBK was used in group advising sessions and new student orientations and received favorable responses from students.

Another advising effort to integrate business academics into the university has been the development of a business minor offered within the restraints of a high-demand program.

The future of "academic breadth requirements" and advising business and technical students is clear. A university degree implies a breadth in academics, in training and skills, that is supported by professional accrediting associations. Skillful advising will mean communicating these requirements to students so that the requirements are met in a thoughtful manner.

No. 9 PEER ADVISERS: AGENTS OF CHANGE FOR HIGH RISK STUDENTS

Presenter:
Beverly Davis, Iowa State University

Summary Author: B. Davis

The Peer Advising Program at Iowa State University was designed to utilize well-trained, carefully selected students in assisting high-risk freshmen in their adjustment to the University. Peer advisers augment the faculty and professional advising staff. Iowa State's Peer Advising Program has evolved from the use of peer advisers in a central office to assist students with information, to one in which peer advisers work directly with freshmen who have been targeted as "high risk" in terms of grades or entering test scores.

In the spring semester of 1982 a letter offering peer adviser assistance was sent to 50 randomly chosen freshmen who received less than a 2.0 grade point average for Fall Semester 1981. Another 50 students were chosen from the same pool for a control group. The peer advisers then contacted students in the treatment group to arrange a meeting. All students contacted met with a peer adviser at least once; the number of meetings ranged from one to twelve. At the end of Spring Semester the grade point averages of the students in the treatment group were significantly higher than those in the control group. Twelve percent of the students in the control group dropped out of school during Spring Semester; none of the students in the treatment group left school during that period. In Fall of 1982, 13% of the students in the treatment group did not return to Iowa State as compared with 28% of the students in the control group.

Encouraged by the positive results of this study, an attempt was made to reach high risk freshmen before they were in academic trouble. In the fall of 1982 the 10 peer advisers began working with half of the freshmen who were admitted to Iowa State's College of Sciences and Humanities after graduating in the lower half of their high school graduating classes (N = 77). The remaining 77 students are being followed as a control group.

A questionnaire on peer advising was completed by persons at the session. The responses were tabulated and placed on an overhead. Fifty-eight percent of those responding had peer advising programs at their institutions. The majority believed that peer advisers should be paid for their services, should serve as academic advisers, and should assist faculty advisers during busy periods. Responses were divided as to whether or not peer advisers should have access to student records. It was noted in the discussion that although most of the participants believed peer advisers should serve as academic advisers, less than half would allow them access to students' records. Those attending believed peer advisers could help students raise their grade point averages and could increase retention.

No. 10 INSURING ADVISOR/ADVISEE CONTACT: A FRESHMAN ADVISING PROGRAM

Presenter:
Ronald V. Adkins, University of Puget Sound

Summary Author: R. V. Adkins

Despite the many complaints from virtually all quarters about the inadequacies and inefficiencies of academic advising provided by faculty members, many colleges continue to rely on faculty as the primary agents for delivery of advising services. The University of Puget Sound is one such institution, and this presentation reviewed its program for freshmen and sophomores which overcomes many of the more common complaints such as lack of accountability; advisor unavailability; advisor unreceptivity to training; and limited advisor knowledge of advisees.

At UPS entering freshmen are placed in small classes or science labs taught by their faculty advisors. The advisors, who are provided with considerable admissions-related information and diagnostic test results, are responsible for properly enrolling each advisee for the fall term, adjusting the registration as necessary, and developing (over a two-year period) a long-range program of studies. In the spring of the sophomore year, advisees declare their majors and change to departmental advisors.

The presenter distributed copies of his prepared text as well as a sample brochure on the UPS Freshman Advising Program, the job description for Freshman Advisors, and a summary memorandum of a computerized tracking system. (These are available on request.) To leave ample time for questions and discussion, the presentation highlighted key aspects of the Program: how to identify possible advising classes; how to implement such a program; budgetary considerations; student retention; computer support; advisor training; the roll of the central advising office; and the need for administrative support.

In the discussion period audience concerns such as dealing with special problems (advisor/advisee incompatibility, placement of students in advising groups) and the selection and training of advising assistants (peer advisors) were reviewed.

Since so many colleges continue to rely on faculty for academic advising, either from philosophical commitment, the weight of tradition or budgetary consideration, the issue of insuring advisor/advisee contact will continue to be important.

No. 11, 12, 13 See under Part IV - Focus and Special Sessions.

No. 14 THE ADVISOR ROLE IN DEVELOPMENTAL EDUCATION

Presenters:
Genevra Mann and Nancy McCracken, Youngstown State University

Summary Author: N. McCracken

At an open-admissions, urban university with mandatory English Placement Testing, but optional selection by the student, the advisor must be the agent of change. Youngstown State University, located in northeast Ohio, with a 15,000 student population, must admit all students from the state with a high school diploma or its equivalent. The University has had a very high dropout rate and the only means of predicting performance was an ACT score and performance in high school. While both of these are fair general predictors, they were not very helpful for Y.S.U. students.

Six years ago, the University broke with tradition in several ways:

1) by giving mandatory English Placement tests in composition and reading to students in area high schools

2) by returning those scores to the high school guidance counselors for their use in modifying college preparatory programs

3) by giving scores to University faculty and departments for their use in selection of texts and preparing classes

4) by giving scores to academic advisors for their use in helping freshmen select courses appropriate to their needs

The tests revealed that 30-40% of the students could not write a single paragraph without frequent errors and that 25-30% of the students could not read the freshman English handbook. Changes needed at once were creation of the following courses:

1) developmental sections of composition corresponding to honors sections of composition

2) study skills

3) critical reading skills

4) remedial course in basic writing

All of these courses received elective credit toward graduation. Another change was that professors in Arts and Sciences began to rely less on long reading assignments and began to supplement teaching methods (e.g., outlining course material on overhead projectors; out-

lining key points in text chapters). The mathematics, English, and Education departments set up learning labs, so that history, psychology, philosophy and science professors could refer students for supplemental learning.

The key agencies on campus making this system work were the Office of Developmental Education and the Office of Admissions and Records. The former supervised the least-skilled and least-prepared students, for example, by signing contracts with the students to attend the skills labs and maintaining contact with professors. The latter kept scores on students and distributed them to academic advisors. Once in place, however, the success of the system with students depended almost entirely on the academic advisor.

The academic advisor must know the program and believe in it. The advisor says to the student: "No one can make you take this course, it is your decision." The tone, even the expression on the advisor's face tells the student whether she/he believes in the recommendation, the courses, or the services generally. The option gives the student a strong sense of responsibility to his own career choice. Students so overwhelmingly take the recommendations made that only a third of them can be accommodated quarterly. This program has made a revolution in six years and academic advisors have been agents of change in every sense of the word.

Evaluation of the the program indicates problems.

1) Only informal studies on what happens when students do or don't take the Placement recommendations have been conducted.

2) Computer programs to overcome this deficit are currently being implemented.

3) All advisors, including faculty, must become aware of the program and become convinced that the program works.

No. 15 THE ADVISOR AS A CHANGE AGENT: AN EMPHASIS ON THE QUALITY OF ADVICE

Presenter:
Thomas J. Grites, Stockton State College

Summary Author: T. J. Grites

Academic advisors - even the very good ones - too often find themselves providing little more than appropriate course selection for students. Sometimes they include life planning, career development, and even personal counseling, but this takes an extra effort. This program emphasized the importance of extending beyond the limits of the catalog, the class schedule, curriculum worksheets, and even one's formal training, as well as some strategies for doing so.

There is little question that today's college students are more career oriented. Most students, especially freshmen, set their goals toward a college degree, which will lead to a reasonably well-paying job. Enrollments show that engineering, business, and computer science programs are being inundated with students. Many of these students have indicated their preferences without full knowledge of the expectations or conditions of working in these fields and without realizing what other options are available.

The first part of this program examined those aspects of decision-making, especially with respect to course, major and career choices, that may be overlooked by students as they plan their academic and professional careers. These aspects include values, goals, problem-solving, skill assessment and development, and responsibility for the consequences of all these that are associated with such planning. Advisors may be unaware of these aspects that should influence student decision-making in the advising process; they may be unprepared as to how to introduce them into the advising process; and they may be uncomfortable in doing so.

The presenter used a "job give-away exercise" to demonstrate how people, especially college students, often make decisions about their college careers which are based on simple (often single) values, limited information, and with little consideration given to alternatives. Other aspects were discussed in the order that students (and advisors) confront them developmentally. Briefly, values are assessed; goals are set; problems to meeting these goals are identified; academic, social and other skills are assessed; activities and resources are suggested that will foster development of those skills that are lacking; decisions are made; and the consequences of those decisions are realized and accepted. Situational examples were described at each level, and possible remediation activities were suggested.

The second part of the program focused primarily on one of the aspects from the first part - skill assessment and development. Students pursue specific majors in hopes of becoming employed in that general area of study upon graduation. Since this goal will be realized by less than half of our baccalaureate degree students, it is critical that they develop a variety of "liberal arts" skills that are applicable across majors, jobs, and careers.

The presenter suggested six categories of such skills: writing, speaking, research/analytical, organization/leadership, interpersonal, and quantitative. These are skills that can be learned in a variety of majors and individual courses. Since students have a limited perception of this potential, the advisor's task is to provide a new outlook on their educational planning.

Since this may be a new (changed) role for the advisor, the balance of the program concentrated on techniques and strategies for helping students realize and take advantage of this potential. These were suggested by the presenter and by members of the audience and included listening, questioning and certain directive techniques.

If advisors utilize this developmental advising approach, they will truly become "change agents" in the advising process. Even the routine, mundane, mechanical aspect of course selection and scheduling in the advising process can become interesting, stimulating and rewarding for advisors. To challenge, question, or even deny student course requests, in light of the above information, emphasizes the quality of advice that should be given to students to prepare them better not only for their future jobs and careers, but also for their future civic and family responsibilities. This is, indeed, a challenge to advisors, but a worthwhile one that must be assumed.

No. 16 INTERVENTION STRATEGIES: APPROACHES FOR INNOVATIVE ACADEMIC ADVISING

Presenters:
Diane DeVestern, Don Kaufman, and Claudia Scott-Pavloff, Miami University (Ohio)

Summary Author: D. Kaufman

The program presentation was designed to introduce innovative academi advising intervention strategies which can be incorporated into a traditional academic division's advising system through a cooperative effort of the student affairs and business divisions of the institution. Basic to the discussion of specific intervention strategies was a review of the elements of program and resource planning: needs assessment, goal setting, program design, and evaluation.

Intervention strategies were illustrated through four specific case studies of programs and resources used in the College of Arts and Sciences at Miami University. Case studies were diverse: a program for undecided students coordinated with student affairs, a program for students on academic probation coordinated by the college advising staff, and advising resources of a baccalaureate graduate placement survey and a computer assisted advising information system coordinated with the business division.

Case Study #1: Program for Undecided Students reviewed a three phase plan designed to introduce undecided students to campus resources and the whole process of decision making. The first introductory session includes the administration of the Watkins Literacy Exam, a lecture on career decision making, a review of campus resources and an open house to meet the college advising staff. Phase two of the program invited students to attend career development workshops specifically designed by the counseling service and career planning and placement office. The final phase is a "Department Fair" in which faculty members from all academic departments are available at one place for a five hour time span to discuss careers and majors with students. The event, which has been sponsored twice, has been rated very favorably by the student participants. Undecided students were tracked through the semester with a series of letters inviting them to attend these special events and/or seek individual assistance from the college advising staff.

Case Study #2: Program for Probationary Students. In an attempt to use a more deliberate method of reaching probationary students a telephone system was implemented by the college advising staff. The telephone call followed an introductory letter which acknowledged the probationary status, announced the advising staff's availability and introduced the concept that an academic adviser would be calling in the future. The telephone interview was standardized to offer the student an opportunity to make an appointment with an adviser and/or

discuss various campus resources that were available. The contact over the phone was the main objective to demonstrate the college's concern for the students' academic success. Data is being collected on those students who were called and those who could not be reached to compare their subsequent academic performance.

Case Study #3: Baccalaureate Graduate Placement Survey. To address student inquiries of what career opportunities are related to certain majors, the College of Arts and Sciences surveyed over 1,000 of its recent graduates to ask about their post graduation activities. An 80% return rate of the survey reports specific employment or graduate programs that students are engaged in. The survey results were processed and returned to faculty advisers and residence hall staff. Survey results were also given to new freshmen and those students seeking information about careers. The survey was a helpful resource for academic advisers who have to discuss applicability of majors to careers.

Case Study #4: Computer Assisted Advising. The development of the computer assisted on-line advising project was started in 1976 with the formation of a management information team. The system design was completed and made available to academic advisers in 1981. The system includes: an on-line transcript order system, adviser copies of student records, an on-line inquiry to the academic record file and student master file, current enrollment figures and course listings. It is hoped that in the future the system will have the ability to add advisers' comments and check degree progress. The project illustrated such issues as the importance of academic advisers working with the business division's planning team, cost of the equipment, adviser applications and training staff to use the equipment and overcoming computer anxiety.

These case studies illustrate the capacity for traditional advising systems to encompass innovative programming approaches. In addition, the elements of program and resource planning are considered for each case study since these principles are applicable to any institution regardless of the nature of their respective academic advising program.

No. 17 ADVISING THE ADULT STUDENT

Presenters:
Carol Ryan and Elizabeth Shippee, Metropolitan State University

Summary Author: E. Shippee

Participants identified their interest in the topic, their level of experience in advising adults and submitted questions they hoped the workshop would address.

The presenters summarized research that has identified the major concerns of adult learners, including lack of confidence, time constraints, financial problems, adequacy of study skills, and anxiety about future employment. They also reported on the results of a survey of Metropolitan State University's students and faculty advisors as they relate to the research findings.

Several sensitivities important to advising adults were also summarized. These included: respect for the adult student's experience and capabilities, achieving comfort with a relationship that is nearer to the peer end of a continuum than the hierarchical end, an emphasis on being well-informed and straightforward, and an awareness of the adult student's perceptions and reality.

Three simulated advising interviews, video-taped at Metropolitan State University, were shown to stimulate discussion. The interviews focused on working with the passive student, achieving a referral for psychological counseling, and advising the angry student. Participants identified effective and ineffective behaviors as revealed in the tapes.

The workshop concluded with a summary discussion that incorporated research findings, some effective ways of working with adults, the use of video-tapes in faculty advisor training and the major insights gained through ten years of advising adult students at Metropolitan State University.

An ERIC annotated bibliography on the workshop topic was distributed to the participants.

No. 18 GREAT EXPECTATIONS AND HARSH REALITY IN THE ADVISING AND ORIENTATION COURSE

Presenter:
Linda R. Dooley, Kent State University

Summary Author: L. R. Dooley

This program examined underlying theoretical assumptions that influence the effectiveness of the Advising and Orientation course for new freshmen. It was based primarily on five years of experience with the course at Kent State University.

Although advising and orientation courses are generally perceived as agents for change, different segments of the academic community expect different changes: a course may be expected to provide a context for academic advising, to increase students' academic success, to ease adjustment to campus life, or to improve retention. These varied expectations cannot be perfectly reconciled but must be taken into account in planning, administering, and teaching the course. If ignored, these expectations may create uncertainty and conflict concerning the goals of the course, the methods to be used in achieving those goals, and the assessment of the course's effectiveness and value.

Several problems can arise from unclear or conflicting goals: faculty members may doubt the academic value of the course, the administration of the course may be unwieldly because a number of different offices are involved, and questions may arise about the higher administration's support of the course. To deal with these problems, the goals of retention and student adjustment must be balanced with the basic advising function of the course. Differing expectations and goals lead, naturally enough, to differences in emphasis and method. The faculty's desire for appropriate academic content, the varying needs of students, the interests of varying offices that find the course a valuable pipeline for student services, and the appropriate use of student instructors must all be balanced.

Differing expectations can also complicate the evaluation of the course. Improved academic advising and increased academic success are notoriously hard to measure, and so many factors influence retention that it is impossible to isolate the direct effects of the course. One must balance the expectations of different elements in the university if a limited or faulty evaluation of the course is to be avoided. The needs and expectations of the various segments of the institution are bound to generate a certain amount of conflict in the orientation course. By recognizing these expectations and their effects, a dynamic and creative balance can be achieved and the course can function effectively.

The advising and orientation course is of ongoing concern to many institutions; persons attending the program shared a common interest in the practical problems encountered in the administration and teaching of the course. Techniques for dealing with such problems were discussed, and certain imperatives were defined. Since the orientation course is an advising tool and similar to other programs that are not likely to remain effective indefinitely, institutions may find that the program works well for a few years and then needs substantial change. Nevertheless, the course is worth developing and experimenting with; it can provide a valuable service to students.

No. 19 See under Part IV - Focus and Special Sessions.

No. 20 THE FACULTY ADVISER: COPING WITH THE CONTRADICTION

Presenters:
J. D. Beatty and B. J. White, Iowa State University

Summary Authors: J. D. Beatty and B. J. White

This session explored the conflict which surfaces when Howard Kramer's theoretical description of the adviser's personality is applied to the faculty member as stereotypic adviser and the faculty member as stereotypic professor. A list of characteristics for each role was generated by the audience, and a number of contradictions surfaced: sympathetic vs. aloof, accessible vs. unavailable, informed vs. narrow, authoritative vs. sensitive. The question becomes, "How can the faculty member be both?"

The second portion of the session described the results from a survey returned by 192 faculty advisers in the College of Sciences and Humanities at Iowa State University. Highlights of the survey included:

1. The average number of advisees is 15.

2. 89% of the respondees listed personal satisfaction as an advising reward.

   32% of the respondees listed promotion and/or tenure as an advising reward.

3. 100% of the respondees answered yes to "should advising be evaluated?"

4. 26% of the respondees indicated advising was evaluated by their department chair.

   57% of the respondees indicated advising was evaluated by their advisees.

5. 24% of the respondees indicated they would not continue to advise if advising were to become voluntary.

   Some of the reasons they would not continue to advise are: advising is not valued by the department chair; advising is not personally rewarding; the majority of college students do not require advising help from a department representative.

The session concluded with a description of how advising can be presented to faculty as a positive and vital activity in the institution (i.e. as teaching; as a professional activity; as boundary spanning; as public relations; and as a survival strategy).

No. 21 LEARNING STRATEGIES FOR LIVING - BUILDING BLOCKS FOR ADVISING

Presenters:
Elaine Cherney and Annette Steinborn, Michigan State University

Summary Authors: E. Cherney and A. Steinborn

The purpose of the session was to demonstrate the relationship between learning styles and strategies and their utilization as a technique for the advisor in identifing ways to assist students. The focus was 1) how to identify student learning styles and determine appropriate strategies 2) how to translate knowledge for use in choosing an academic program and career exploring.

William Perry in an article, "Cognitive and Ethical Growth: The Making of Meaning," defines cognitive style as the relatively stable preferred configuration of tactics that a person tends to employ somewhat inflexibly in a wide range of environmental negotiations. Research suggests that our cognitive or learning styles are fairly fixed and, therefore, we need to develop a range of strategies that provide us with adaptability in environments that may not be in tune with our styles.

This construct can provide the academic advisor with a powerful tool in working with students. It can 1) help students understand why they approach learning as they do, 2) help students recognize the need for alternate strategies, and 3) help the advisor in guiding the students to major choices and life beyond college.

The session defined the construct, assisted the participants in assessing their learning styles, and provided a means for hearing and interpreting what students' approaches to their learning really say.

By using a learning process model, advisors can promote active involvement of students in designing their own career education and development. The model can be adapted for use in specific major programs, as well as broader categories of concern. An application of the model for use by the student without a major preference was presented, as well as an example of its use for a student involved in career exploration.

No. 22 PROVIDING OPPORTUNITIES: THE NATIONAL STUDENT EXCHANGE PROGRAM

Presenter:
Paul Loucks, Potsdam College of Arts and Science (SUNY)

Summary Author: adapted from the summary by P. Loucks

The focus of this presentation was to describe the merits of the National Student Exchange and to demonstrate how imaginative academic advisers have utilized it. Additionally, the consortium's organizational and membership structure, placement procedures, and practical operation on various individual campuses were explained.

In recent years the nation's economic woes have produced innumerable casualties in higher education. In addition, both federal and state recovery efforts have, unfortunately, demanded even more sacrifices. In this era of continuing contraction, most institutions of higher education have been forced to curtail or even eliminate programs once considered vital. Such has often been the case with alternative educational programs. In better days students freely participated in foreign study, and on the domestic front found frequent opportunities to travel, to share in special academic offerings elsewhere, to conduct experiential research, to engage in field work or to enter into internships. The benefits, of course, extended beyond the obvious.

One alternative program to maintain these benefits without great cost to the institution has been the National Student Exchange Program. At Potsdam College of Arts and Science (SUNY), as well as at sixty other colleges and universities, NSE has provided wide opportunities--at reasonable cost to the student and to the institution. Quite significantly, the NSE has been frequently administered by Academic Advising Centers. Creative advisors have quickly discovered its utility.

If an advisor has been sensitive to students' needs (especially for temporary change, a new perspective or a personal growth experience), if the institution has been unable to satisfy a particular programmatic desire after deliberate consultation, or if students have been able to enhance their preparation by the addition of a unique available opportunity, the advisor has truly served as a change agent.

No. 23 REALITY BASED ACADEMIC ADVISING

Presenters:
Wayne Wojciechowski and Ronald Schafer, Viterbo College

Summary Authors: W. Wojciechowski and R. Schafer

In the summer of 1980 a Task Force for long range planning at Viterbo College decided one of the most critical issues involved in student retention centered around the advising relationship. Historically, teaching has been the criterion of measurement of faculty members. Upon recommendation of the Task Force, added emphasis was given to the role of academic advising. Two directions were clear: 1) advising was to be departmentally based, and 2) the focus was to be on the relationship rather than course selection functions.

It has been the experience of the presenters that, in general, when faculty members are presented with emphasis on relationship they tend to think of the emotional aspects. There is often confusion on the part of faculty advisors as to what is perceived as a push for them to be in the role of "emotional counselor." In looking for alternatives, clear role models for faculty advisors, the work of William Glasser, M.D. (Reality Therapy, 1965) came to mind. An adaptation of this model has much to offer academic advising: 1) it is relationship based, 2) it gives wide latitude in the manner of personal involvement, 3) it gives structure to the relationship, 4) it is action oriented, there is more to the relationship than just talk, and 5) it is goal oriented, advisor and student know what is being worked on and when it is achieved.

There are eight principles in Reality Therapy that have been adapted to academic advising. The principles are clear and give good direction within the relationship. The principles are:

1. The relationship must be personal. It is assumed that all faculty members know how to make friends. They are given permission and encouraged to do so with their students.

2. There is a focus on present behavior rather than feelings, this is because only behavior can be changed directly.

3. The focus is on the present, on what the student is doing now and his or her present attempts to succeed. The student is asked: "What are you doing now?".

4. The student is asked to make a value judgment about what he is now doing that is contributing to his problems in the form of: "Is it helping?".

5. The student is assisted in developing a plan to alter her behavior and plan a better course of action. The student is asked: "What can you do to change?".

6. The student must make a commitment to the plan of his design. The question is: "Are you willing to do this?".

7. When a student has made a commitment to change her behavior, no excuses are accepted for not following through. The advisor, in a nonjudgmental manner, assists the student to develop a new plan rather than focusing on the reasons the old ones failed. The student is asked: "Did you do it?". If not, then the student and advisor return to the planning stage.

8. Eliminate punishment, but don't interfere with reasonable consequences. Punishment always reinforces failure identity.

The final point is to NEVER GIVE UP!

No. 24 TIME MANAGEMENT FOR ACADEMIC ADVISORS: MYTH OR REALITY

Presenters:
Carol R. Patton, Texas Christian University; J. Richard Arndt, California State University (Fresno)

Summary Authors: J. R. Arndt and C. R. Patton

The presenters opened the session by distributing a true-false questionnaire regarding time management myths and a self-assessment time management skills inventory for immediate completion. This technique served as a means of preparing the audience for personal involvement with the subject matter and willingness to contribute in the interaction. In addition, a bibliography was handed out.

Presenters' remarks and audience questions/comments centered around the two questionnaires and experiences of the presenters and audience.

Several important comments were made:

1. Time management techniques developed in business and industry are not always effective on campus.

2. Advisors are people-oriented; therefore, being overly time conscious can inhibit effective service delivery; i.e., efficient people are not necessarily effective people.

3. The most important question is not, "How effective are we (am I) in doing this task/service?" but, "Should we (I) be doing it at all?" (i.e., perhaps the task/service, though performed efficiently, is no longer necessary, useful or cost-effective).

4. Handling a piece of paper once may be an appropriate objective in some, or even many, cases - but not in all cases.

5. Time will be saved by defining and prioritizing goals and objectives of the unit/organization and individuals within the unit/organization.

6. An important aspect of time management is determining the right questions.

7. An open door is not necessary to effective advising.

No. 25 THE MARIETTA PLAN: HUMANISTIC ADVISING AT A LIBERAL ARTS COLLEGE

Presenters:
Stephen W. Schwartz, Marietta College

Summary Author: adapted from the summary by S. W. Schwartz

Marietta College's advising system has changed from a department-based system to steer students through general and major requirements to a non-departmental system that recognizes advising as a humanistic process integral to the liberal arts concept. Advisors are currently viewed as agents in helping students explore themselves and their world--academic, vocational, and avocational. An explanation of this system, based on the freshman year and the course/advising options available, was the focus of this presentation.

During the summer preceding the freshman year, students were required to register for one of four modules. One module was a non-interventive structure in which students were assigned to selected trained faculty advisers. Students met with advisers during the first semester to get acquainted, begin career exploration, receive and/or discuss grades, and preregister for the second semester. Other meetings were initiated by students or advisers. The remaining modules were non-traditional, multi-disciplinary courses taught by the students' advisers. Focused broadly on values, these courses enforced contact between advisers and advisees and cultivated the development of closer relationships. As well, freshmen were expected to have read a chosen book which was the subject of discussion at Marietta's Chautauqua, a series of six campus-wide symposiums conducted by students, faculty, and authorities of national reputation. Through attending these events together, adviser and advisees hopefully developed further the kind of relationships that foster humanistic advising.

No. 24 MANAGING THE CHANGE PROCESS

Presenter:
Mark Corkery, Boston University

Summary Author: adapted from the proposal by M. Corkery

This presentation focused on the process of change within organizations and was based on theory derived from the work of Beckhard and Bennis (1977) among others. It was argued that academic advisers and their supervisors must be more aware of theoretical principles in this era of dwindling resources and increased demand on those who serve students in order to plan to meet needs with minimal stress.

The first part of the session was used to outline three stages in the process of change. Stage A is the current state of the organization, and requires analysis of its norms, rituals, cultures, and expectations. Stage B is the implementation of change phase, and is the most important and most dependent upon skillful change agents. Stage C is the "end state" of the process.

Elaboration of theory to understand each of the stages led to an explanation of the Levinson Model of Organizational Development which takes a psychoanalytical approach to the field of organizational assessment and development. Key elements to understanding "current state" are the organization's leadership style and its history.

In moving to implementation of change it was suggested that one use Beckhard and Bennis to assist in identifying goals for change. Critical to the process are the importance of (1) internal and external constraints to change; (2) key individuals needed to support the change agents; (3) the "critical mass" of individuals needed to implement change; (4) the psychological contract" (Levinson) that all employees have with the institution; and (5) the resistance anticipated and how to deal with it.

A case study was used to demonstrate the model in operation.

No. 27 THE TAXONOMIC KEY TO EFFECTIVE ACADEMIC AND CAREER ADVISING FOR UNDECIDED STUDENTS

Presenters:
David H. Goldenberg and Ray Zarvell, Bradley University

Summary Authors: adapted from the summary by D. Goldenberg and R. Zarvell

The fascination with the capabilities of the new computer technology as a learning tool in higher education is growing geometrically. One only has to look at a recent edition of The Chronicle of Higher Education to note that a few institutions now require students to own a terminal as a function of admission. What is more interesting is that some institutions are enticing student recruitment with the promise to loan, or actually give, the student his or her own terminal as a part of admission to that institution.

Enter into the scenario a student whose major is not selected and there is a two-pronged concern. The first concern is that there exists in 1982, computer technology that can help the student select or narrow down a field of majors. Unfortunately, a significant number of institutions cannot afford such luxuries in a period of austerity. The second concern is that a student may not choose to utilize the service when time and place are restricted.

An alternative is The Taxonomic Key which answers general and specific concerns for the student and, at the same time, provides data about a particular institution.

The Key is a step-by-step process designed to aid student in making decisions. Its contents are as follows:

I. Level of Academic Choice

II. Academic Major & Career Decision-Making

III. Basic Interest Categories & Bradley Majors

IV. Course Requirements & Selection Guidelines

V. Curricula Location Guide

VI. Course Selector Glossary

VII. The Big Test. . ."Footsteps"

VIII. The Post Test

IX. Make it Official. . .Declare Your Major

X. The Final Step - Professional Placement

This advisement tool has been utilized specifically in the first semester of the freshman year, and it has been the basis for a course that is solely for students without a major. Its effects, while principally advisement oriented, have certainly had an impact upon retention at Bradley University.

No. 28 WHAT DO THEY REALLY THINK?: STUDENT IMPRESSIONS OF ACADEMIC ADVISING

Presenters:
Jeanne M. Lagowski and Neal A. Hartman, The University of Texas at Austin

Summary Authors: J. M. Lagowski and N. A. Hartman

Academic advising, like dormitory food, seems to be a perennial target of student complaints. Why is this so? This study, conducted at The University of Texas at Austin (ca. 38,000 undergraduates), was designed to determine what students expect of advisors and advising systems and how students perceive those services.

Using a standard Likert scale, a random sample of undergraduates was asked to indicate expectations for and perceptions of the academic advising/advisor with respect to 17 characteristics and to identify their advising system. Advising systems were grouped into five distinct categories ranging from advising by assigned faculty to self-advising. Student responses were divided into two groups: (1) those by students in the liberal arts and sciences and (2) those by students in a professional program such as business or engineering. Professional degree programs are traditionally more highly structured with less opportunity for elective coursework; liberal arts and sciences degree plans tend to be the opposite.

Almost 1,000 usable student responses were collected. Four hundred incoming freshmen were also asked to rate their expectations of academic advising and advisors using part of the same survey instrument during the summer orientation program.

Data collected in this study were presented and discussed. The self-perceived needs of incoming freshmen were very high, at least 75% rating each of the characteristics as "important" or "very important." This was true without regard to sex or intended major.

Enrolled students were more discriminatory in rating their expectations for and perceptions of academic advising. Despite the highly structured nature of professional degree programs, there is a strongly perceived--and largely unmet--need for individual advising by undergraduate students in these programs. Student perceptions of advisors/advising in the liberal arts and sciences more closely approximated their expectations than did those of students in professional degree programs. The strongly perceived needs of incoming freshmen were not reflected in the frequency of contact with advisors, which was lowest for freshmen and highest for seniors. Sophomore and junior, but not freshmen, ratings of academic advisors/advising showed the biggest discrepancies between expectations and perceptions. Not surprisingly, as the frequency of contact with their advisors

increased, differences between student perceptions of their advisor/ advising and their expectations decreased.

In summary, neither the students nor the advising systems studied are particularly unique. The data presented suggest that a basic problem with academic advising is communication. Students, particularly incoming students, don't know what they should--and should not--expect. The data also provide insights regarding areas and times in a student's development which may be of potential concern for advisors and administrators interested in addressing students' perceived academic advising needs.

No. 29 ENHANCING ACADEMIC INTEGRITY: A NEW ROLE FOR ACADEMIC ADVISORS

Presenter:
Elizabeth M. Nuss, Indiana University

Summary Author: E. M. Nuss

The topic of academic integrity and cheating is not new to higher education. Since 1979 when the Carnegie Council recognized the magnitude of the problem and identified the important indicators of the deterioration of academic standards, the higher education community has refocused its efforts to respond to the challenge of preserving and enhancing academic integrity. Appropriate responses to the problem will require the involvement of all components of the academic enterprise. The role of academic advisors and faculty in this process of developing programs and strategies designed to enhance academic integrity is particularly important.

Within this central theme the presentation discussed the cognitive developmental theory as a conceptual framework within which to consider academic integrity; highlighted results of research on faculty and student attitudes toward academic integrity; and proposed several program strategies for dealing with academic integrity.

The discussion on cognitive developmental theory was particularly useful in considering issues of academic integrity. In this model, development is seen as a sequence of irreversible stages involving shifts in the process by which the individual perceives and reasons about the world. When an individual is presented with a problem, idea or dilemma which conflicts with his or her level of reasoning, the individual is forced to modify his or her way of thinking in order to accommodate this new perspective. Applying this to academic integrity, an educator/advisor can interject, during a discussion with a student about academic integrity, reasoning that challenges the student's thinking. This presents an opportunity for the student to modify his or her way of thinking.

The results of the research conducted at the University of Maryland were useful in providing some insight into how students and faculty consider and reason about academic integrity. Faculty and students were in general agreement about the frequency of the occurrence of incidents of dishonesty. In general, behaviors considered to be the least serious occurred most frequently. Interestingly, over half (53%) of the faculty indicated that they never or rarely discuss academic dishonesty with their classes. Forty-three percent of the students who observe cheating will ignore the incident, while 99% of the faculty who observe cheating will take some form of official action.

Several specific programmatic ideas were proposed to assist academic advisors. Examples included: 1) develop and publish clear definitions of academic dishonesty; 2) publish statements of the full range of penalties that will be imposed for violations and firmly administer the penalties; 3) develop equitable procedures for resolving cases of alleged academic integrity; 4) identify and correct academic procedures and settings which facilitate academic dishonesty; and 5) incorporate discussions about academic integrity into orientation and advising sessions.

In summary, enhancing academic integrity on campus will require a carefully designed, concerted effort on the part of all members of the campus community. Academic advisors are in a unique position to assist students and to influence their faculty colleagues. Advisors should consider the opportunities available to them to communicate the value the institution places on academic integrity.

No. 30 ADVISING IN THE 80'S: FIGHTING THE BLUE LIGHT SPECIAL SYNDROME

Presenters:
Robert W. Rozzelle and Steven Jensby, Wichita State University

Summary Authors: R.W. Rozzelle and S. Jensby

Current advising too often tends to be limited to a one-step schedule building activity. Advising systems have become reactive and follow patterns based on the institution's calendar of events; especially, registration. This frequently puts advisors, students, and the educational planning process at odds with institutional procedures. Sadly, this may mean rushed, convenience store schedule building, "Quik Trip," or "Blue Light Special" advising.

An increasing number of today's students are taking a future-oriented view of higher education. This stresses the importance for advisors to teach students how to relate their personal, academic and career plans to higher education. Helping students in this way demands that our advising approaches change increasingly from reactive to proactive. This change facilitates the development of more planned, collaborative and student-centered advising systems.

The assumptions one operates from have everything to do with how one advises or implements advising. Therefore, the first step is to outline some of the main assumptions that have led to a reactive approach and assumptions needed to allow advising to become more proactive. Charts demonstrating that certain types of assumptions about advising lead to approaches that become reactive or proactive were distributed.

Once the implications and likely outcomes of these assumptions are understood, positive action can begin to renovate important components of the advising system by:

1. Retuning the institutional process to facilitate sound educational planning, as well as management efficiency;

2. Promoting educational planning competencies;

3. Confronting student success and persistence; and

4. Training staff and faculty advisors, paraprofessionals, student leaders, and clerical staffs.

The program detailed an approach to educational planning designed to reduce the impact of the "Blue Light Special" advising syndrome. A key element of this approach is an understanding of the assumptions we make concerning advising as an important first step in changing from a reactive advising approach to a proactive advising approach.

No. 31 A COOPERATIVE VENTURE IN EXPLORATORY ADVISING

Presenters:
Jeanne Wielage Smith (Chair), Dennis Beardsley, Judith Mack, and Eleanor Fontes-Fulton, University of California (Davis)

Summary Authors: J. W. Smith

Undeclared students are guided through an exploratory advising process which has evolved over a five-year period at the University of California, Davis. An Exploratory Advising Project is a cooperative venture of the campus Academic Reentry Program, Advising Services, the Counseling Center, and the Work-Learn and Career Planning & Placement Center. In addition, materials developed for the project have been incorporated into outreach presentations for use with potential students during off-campus and on-campus visits.

The basis for this advising plan is a Majors Map of six academic areas: biological sciences, physical sciences and mathematics, social and behavioral sciences, arts and humanities, engineering, agricultural and environmental sciences. A graphic chart of campus helping services facilitates student use of the advising process.

Correlations have been charted between Strong-Campbell Interest Inventory (SCII) occupational themes and UC Davis academic majors to add another advising tool. The SCII was administered to 424 students in 14 majors to check the coding of the majors. Testing of these hypotheses gave insights into uses for the SCII in advising students.

Information on jobs held by persons from different academic majors were summarized from 2500 responses to a survey of UC Davis 1973 and 1976 graduates. Approximately 3600 work-learn internship placements were made during thoses years and an analysis was made of internships held by major. These data were incorporated into graphic presentations of the linkage between 12 selected academic majors with corresponding internships and careers.

A media presentation was developed for use in interpreting the SCII to groups. A slide/audiotape set was developed to present the majors in the area of agricultural and environmental sciences.

As the unifying theme in the UC Davis' Planning Guide for Majors, the majors map concept has been widely disseminated. Other campuses have used the concept in their advising materials. Community college counselors and high school career center coordinators responded enthusiastically to the Exploratory Advising Project materials and method when presented in conference workshops. In addition to the packets of materials distributed at the workshop, representatives from 12 campuses have purchased the Planning Guide for majors.

No. 32 LAST BUT NOT LEAST: ACADEMIC ADVISING

Presenters:
Sara Looney and Miriam Raskin, George Mason University

Summary Authors: S. Looney and M. Raskin

During the preceding academic year, the researchers carried out a study at George Mason University which had two major objectives. First, the intent was to determine the perceptions of advising held by new faculty, chairpersons, and administrators. Secondly, the research attempted to assess if there was a perceived need for enhancement of skills of new faculty in order to carry out their advising functions. Selected findings showed that: (1) new faculty did not feel prepared for advising (even toward the end of the year): (2) only six departments reported a formal procedure for advisor preparation; (3) a large majority of the faculty surveyed would have attended an advising "mini-course" or "training" at GMU had it been available; and (4) when administrators were asked if new faculty should receive training for advising they unanimously responded, "Yes."

Discussion occurred throughout the presentation. Participants offered interpretations of the data, cited experiences which compared or contrasted with the authors', and discussed methodologies for conducting similar studies on other campuses.

No. 33 BREAKING WITH TRADITION: COOPERATIVE LOW COST EFFORTS TO IMPROVE ACADEMIC ADVISEMENT

Presenters:
David W. King (Chair), F. Elizabeth Moody, Linda Syrell, and Richard Wheeler, State University College (Oswego)

Summary Authors: D. W. King and R. Wheeler

In times of shrinking resources, the institution's reputation as related to the recruitment retention of students is even more critical than at other times. Many studies have shown that good academic advisement contributes significantly to the retention of students. If satisfied students are the best advertisement for an institution, then satisfied students aid recruitment. Moreover, a satisfied student who is successful enhances the reputation of the institution. Despite fewer resources available to provide and to improve academic advisement, Oswego feels that it has developed a good system, which gives the responsibility for academic advisement to the Academic Affairs and the Student Services sectors.

The program presented at San Jose was divided into two parts. The first included a description of the institution and the several approaches for improving advisement services, which included campus-wide commitment and cooperation, credit-bearing internships, faculty and staff volunteers, faculty released time, and faculty and staff reassignment. One component is the departmentally-based faculty advisement of students committed to a particular major. A unique component involves specially trained volunteer faculty and staff advisors who work primarily with exploratory freshmen and sophomores. Additional components include a departmentally-based transfer student advisement program; a campus-wide mandatory readvisement system for students on academic warning; a pre-initial enrollment summer advising and registration program for entering freshmen; and, peer advising internships.

Rewards for excellent advising include making advisement a part of all promotion, tenure, and discretionary salary decisions; presidential receptions and certificates for volunteer advisors; professional development activities; and limited fiscal support for attendance at national meetings, workshops, and seminars on advisement.

The second part of the NACADA presentation included distribution of printed materials such as the Student Handbook, Mentoring Manual for advisors, and descriptions of some advisor-training activities.

The response of the conference participants suggests that the system developed at Oswego can provide useful ideas for better use of limited resources to improve academic advisement.

No. 34 ADVISING THE EXTERNAL DEGREE STUDENT

Presenters:
Gerard F. Middlemiss and William Seaton, Thomas A. Edison State College

Summary Authors: G. F. Middlemiss and W. Seaton

The presentation was based on the premise that academic advising is an essential part of a student's educational experience. This proposition is supported by research conducted by ACT which indicates that quality academic advising is a critical element in the retention of students. While these conclusions are based on a sample of "traditional" students, the implications are germane for those working with the non-traditional students. If academic advising is seen as important to traditional students, it is essential to students in an external degree program.

Utilizing the advising model of Terry O'Bannion as a point of departure, the presenters discussed the advising system utilized by Thomas A. Edison State College, the External Degree program for the State of New Jersey. A brief overview of Edison State College's mission and program was presented.

Edison is one of the nine state colleges in New Jersey and accredited by the Middle States Association of Colleges and Schools to award degrees at the associate and baccalaureate level. The group was introduced to the flexible methodologies by which a student may earn a degree: transference of credits from regionally accredited colleges, challenge of college level courses through examinations such as CLEP and TECEP, and Portfolio Assessment.

Mr. Seaton and Mr. Middlemiss discussed how both professional counselors and academic advisors assist students in the development of educational programs which are consistent with their overall life and occupational objectives.

Mr. Seaton concluded the presentation with a discussion of the future of the external degree in higher education. Special attention was given to the evaluation of corporate training programs for college credit, and the impact of electronic technology on the external degree.

No. 35 ACADEMIC DISHONESTY: HOW CAN YOU PREVENT IT?

Presenter:
W. Peter Hood, University of Illinois

Summary Author: W. P. Hood

"Academic Dishonesty: How Can you Prevent It?" suggests that cheating is a problem in higher education today. Recent surveys and research studies show that anywhere from 20% to 55% of the samples indicated cheating in academic evaluation situations.

One survey of graduating seniors at a large university in 1979 and 1980 disclosed that over 50% of this group believed "some people cheat in many courses offered on that campus." Students believed that there was more cheating occurring in introductory courses rather than advanced level courses; there was a greater amount in larger courses vs. smaller courses and in those courses outside the student's major.

The results of personal interviews with over 50 students found that the causes of cheating included: competition ("pressure cooker atmosphere"), a continuation of high school practices, poor teaching, societal causes, and laziness on the part of some students. Many students were upset about the amount of cheating but didn't believe there was much they could do about it. They thought the problems of plagiarized papers and fraternity files were unsolvable.

From the literature and cheating surveys, the presenter believes that the percentages in many of the studies are somewhat inflated. Even considering this fact, we need to be concerned at all times with the academic integrity in all parts of our institutions.

Academic advisors can play a key role in dealing with this issue on their own campuses. In a unique position to hear from both faculty and students, they can take the initiative in surveying the extent of cheating. Concise statements to students and faculty should be publicized about academic dishonesty, the judicial system, and penalties involved. These statements should include examples of types of academic dishonesty which will not be tolerated on that campus, e.g., plagiarism, bribery, intimidation, test and computer fraud.

Recommendations were presented concerning the judicial system, and hearing procedures. Special emphasis was made about the hesitation of faculty members to prosecute an academic dishonesty case because of the time and effort it might take and the fear of ending up in court.

All parties on campus are responsible for the prevention of academic dishonesty. Examples were presented for administrators, advisors, faculty, and students to address this issue and make changes to guarantee the academic integrity of our institutions. Advisors espe-

cially need to provide extensive and up-to-date information to help diminish some of the fears our students have regarding the competition students have regarding the competition to reach their future goals and vocational plans. Students need to know the real facts about the competition to enter law schools, medical schools, or graduate schools. Advisors must assist in resolving situations when incidents of cheating are discovered.

No. 36 SHARING ADVISING PROBLEMS AND SOLUTIONS AT THE REGIONAL LEVEL

Presenter:
Earle E. Flatt, Siena College and Ausma Mursch, Hudson Valley Community College

Summary Author: E. E. Flatt

This presentation described how one regional group is in the process of developing materials and personnel sharing, cooperative training programs and workshops, improving articulation among two--year, four-year, and graduate schools and cooperatively studying the outcomes of academic advisement programs in a four-county area.

Fourteen institutions in the Albany, New York, Capital District area use the Hudson Mohawk Consortium of Universities and Colleges as the agent for gathering the Academic Advisors assigned to the private and public institutions in the area. The higher education institutions are two-year, four-year and graduate schools.

Materials and Personnel Sharing. Through the Hudson Mohawk Association of Colleges and Universities, the advisors found a convenient agent which could assist the advisors in mailings, arrangement of space for meetings, some printing costs and an aid with clerical work. In addition, the Capital District Library Council served as a central repository for locally and nationally produced video tapes which can be used for training, training slides, file of handbooks to serve as a resource, formats of proposals to administrations and faculty, and orientation materials.

Cooperative Training Programs. Invitations were sent to all institutions, inviting participation in a regional training program for faculty advisors. The results of this program were reviewed. Several other workshops are in progress or being planned. There is a need for workshops in computerizing advisement, a workshop on developing advisement handbooks, and planning a peer advisement training program. In addition, inservice workshops for directors of academic advisement is conducted on both the formal and informal level. The directors share the results of conferences, training sessions, and professional materials.

Articulation Among Institutions. Opportunities for collegiate work abound within this regional area. Economically, it is productive for the region to encourage students to attend school in the geographic area. In addition, quality education can be acquired without moving far from home. Articulation among the institutions has been, at times, non-existent. Currently, directors of advisement are developing a transfer manual which indicates equivalent courses. In addition, a meet-your-advisor time is planned for students moving from two-year to four-year institutions.

Studying Advisement. Mutual assistance has been given to directors of advisement in developing evaluation programs, needs questionnaires and other aids for formal and informal evaluation of institutional and regional advisement.

Implications for NACADA. The regional concept and design has implications for NACADA. The design can be used to train advisors at any and several levels--local, state, regional, and national. The topic will be explored by the NACADA Executive Committee.

No. 37 A PRAGMATIC APPROACH TO THE PROFESSIONAL DEVELOPMENT OF ADVISING PERSONNEL

Presenter:
Cal Campbell, Eastern Illinois University

Summary Author: C. Campbell

The purpose of this presentation was to help advisement center supervisors plan and implement an advisor development program to improve the advisement process of undergraduate students. Those in attendance were given guidelines that could be adopted at their own institution.

The approach grew out of the realization that the strength of a central system of providing academic advisement depends on the expertise and dedication of individual advisors. Furthermore, it was readily concluded that the responsibility of providing the necessary training and motivation for the advisors is the job of the Director.

To facilitate both the training and motivation necessary to produce competent and caring advisors, the director must first involve the advisors in the construction of department goals and objectives. After the goals are agreed upon by both the advisors and the directors, a rank ordering is determined to assess the importance of each goal.

The objectives developed by the advisors serve as a portion of the overall plan establishing the ground rules for the Center. Setting performance standards can benefit all concerned. It fosters the attainment of relevant college or university objectives. At the same time, it assures the center's staff that the college or university can be a suitable vehicle for the advisors' career plans since it intends to reward achievement.

Those in attendance were shown how to proceed in the construction of a unit's goals and objectives. They were told that the first step is for the director to list in priority order all of the objectives possible. The director's rank ordering is not revealed as the advisors rank the goals in what they individually believe to be a priority scale. In a departmental meeting the final departmental goals can be decided upon.

After developing departmental objectives, it becomes necessary to build the budget and pave the way for advisors to receive the cooperation they need to meet departmental goals and objectives. Guidelines were given on how the director can win the cooperation of both the other academic support units and the teaching faculty.

The third necessary variable in the development of advising personnel is for the director to know both what to delegate and how to

delegate advisement center tasks. Unless what is delegated represents a challenge for growth and achievement over and above the parameters outlined in the position description, nothing much will happen.

The final component in the advisor's development comes with the director being responsible for staff evaluation. Performance reviews are inevitable whether conducted in an informal way or structured by management. The differences between a "development review" and a "performance review" were explained.

No. 38 AN ACTION CENTERED APPROACH TO NEW STUDENT ORIENTATION

Presenter:
Frank M. Dyer, Jr., Memphis State University

Summary Author: F. M. Dyer, Jr.

This presentation outlined new student orientation with an action-centered approach at Memphis State University, Memphis, Tennessee, which is an urban university in a city of 850,000. The university is approximately 65% commuter and 35% residential and provides 20-23 new student orientation program days in mid July to late August.

Each summer program begins with a video/slide presentation explaining to students what they will do in their orientation session and then the steps they will complete later on registration day. Students then are provided a workbook which allows them to answer questions about themselves in relation to the programs at the university and provides answers to many of their questions before they meet with their academic advisers. In this sense, the program is oriented to student action in behalf of their own orientation to the university. The program is provided by The Center for Student Development, which consists of 8 Academic Counselors, 4 Personal Counselors, 2 Career Counselors, and support staff for the Educational Support Program.

After reviewing the slide/tape presented to students, NACADA participants at this session were given copies of the Academic Planner (the student workbook) and other relevant material. Audience participation in the question and answer period was excellent, with many providing a contrasting overview of their orientation programs, for example, and used computer-evaluated vocational tests to place students.

New student orientation programs are vital to the new students. The length of the program seems to vary greatly and each member of the audience stated that their school had weaknesses which they hoped to correct. The more you can involve students in the orientation session the more meaningful the session becomes.

No. 39 CATALOG DEVELOPMENT AND THE ROLE OF THE ADVISING OFFICE: TWO CASE STUDIES

Presenter:
Thomas Griffith, CSU (Sacramento) and Robert Standing, CSU (Chico)

Summary Authors: adapted from the program proposal by T. Griffith and R. Standing

Traditionally the responsibility for editing, designing, and producing the college catalog has been assigned to the Director of Public Relations, the Director of Publications, or a similar administrative unit. Catalogs have been viewed as an essential tool for advising only by those who use them for advising. Producers of catalogs have viewed catalogs first and foremost as vehicles for public relations and legal interpretation.

The focus of this program was to describe the involvement of two centralized advising offices in the refinement and development of the university catalog. The Advising Centers at California State University, Chico and California State University, Sacramento first became involved with the catalog through publication of program planning guides, standardized handouts describing program features, and requirements. Program planning guides were developed to address advisor needs. The guides include free and convenient description of major requirements to give the student or prospective student.

The evolution of the catalog as an accurate and effective advising tool was described. Catalogs at both Chico and Sacramento have now progressed to include the following: (1) the advising director is heavily involved in articulating program requirements, (2) the unofficial (program planning guides) and official (catalog) statements of degree requirements are typeset and printed jointly, and (3) errors in interpreting program requirements are almost nonexistent.

No. 40 STRATEGIES FOR FACULTY AND STUDENT PERSONNEL INVOLVEMENT IN ADVISEMENT AND RETENTION

Presenters:
Tracy R. Teele, Iris M. Landa, Lynn Mayer, Jacques Benzakein; Loma Linda University

Summary Author: I. M. Landa

Pursuant to its philosophical goal of "making man whole" the faculty and student personnel staff have developed a strong academic support system. The presentation focused on those factors that have been significant in creating this system.

Tracy Teele introduced the session with a discussion of the general concept of faculty and student personnel involvement in various aspects of the campus program and how the Office of Student Affairs plays an active role in the academic support of its students.

Jacques Benzakein discussed how faculty and student personnel worked together to propose recommendations to the administration and how he as chairman of the retention committee tried to sensitize a skeptical faculty to be actively involved in the process. Using some of the ACT studies, he presented an overview of the factors that influence students to drop out and then presented studies from the campus on the statistics and kinds of students who leave. One positive aspect of the committee's work that increased student retention was the preparation of letters that advisers sent to each of the advisees urging them to make appointments during advisement week. The faculty did not have to do the work, yet they had the glory when their advisees expressed gratitude for the personal letters.

The retention effort is also the concern of the residence deans and Lynn Mayer discussed the involvement of the deans in a motivation/study skills session which is offered once a week to all students, but required only of those with lower GPA's. A handout detailed the program, the films used, and the topics discussed. It is supported by graduate students in Counselor Education. Involvement of the deans in the early alert system and how they relate with the faculty concerning academic problems was also discussed.

Iris Landa worked through a set of handouts in discussing the organizational details of the advising system and the importance of small details in helping faculty do effective advising. The materials included the forms for the advisement folders, correspondence and forms sent to advisers and the Guide to Academic Advisement.

No. 41 STUDENT EVALUATION OF ADVISING: A TELEPHONE SURVEY

Presenter:
Jean K. Jones, University of Mississippi

Summary Author: J. K. Jones

In response to some criticism of academic advising revealed in a marketing survey, The University of Mississippi established a Coordinated Student Advisory Committee to study academic advising at The University.

The fundamental questions of the survey were: (1) how important is advising in relation to all other services and functions of the University from the vantage point of the student? (2) Are all aspects or dimensions of the advisement process (e.g., advisement for registration, advisement for choice of major, advisement for career planning, advisement for personal problems, etc.) equally important to the student? (3) How would students rate the advisement performance of their program/school? (4) Are there specific aspects of student advisement within the College and professional schools that need special attention or improvement as indicated by student ratings?

Participants were randomly selected students who were undergraduates during the 1981 Spring term. They represented each of the six undergraduate academic units of Liberal Arts, Business Administration, Accountancy, Education, Engineering and Pharmacy.

Students were surveyed by telephone. Undergraduate students who were selected and trained by Counseling Center personnel telephoned the participants and asked them to respond to a set of standard items. The respondents were asked to rate how important each function was and to assign a grade based on how well the function was being performed in their school.

The results indicated that students did not consider all aspects of advising to have equal importance. Approximately three-fourths attributed high importance to having someone available, knowing who to go to for advising, advising about degree programs and advising about course schedules and registration. About half of the students attributed high importance to advising about career goals, about their grades, and about their choice of major. A majority did not see counseling about personal problems as an aspect of high importance. The overall advising program received a 2.53 grade point average on a 4.0 scale. The scores ranged from a 3.04, School of Pharmacy, to a 1.90, School of Business Administration.

Student participation in the survey was high. If students could be reached by phone, they willingly participated. The participation rate was judged to be approximately 95%

No. 42 See under Part IV - Focus and Special Sessions.

No. 43 See under Part III - In-Conference Workshops (L).

No. 44 PARTNERS IN THE LEARNING ENVIRONMENT: ADVISERS AND ADULT STUDENTS

Presenters:
Shirley M. Holm and Mary Sue Simmons, University of Minnesota

Summary Authors: S. M. Holm and M. S. Simmons

University Without Walls, Minnesota, came into existence in 1971 to meet the needs of the mature learner, not necessarily defined solely by chronological age but usually meaning beyond the age of the traditional undergraduate. UWW's decade of experience has produced practical skills in bridging the conceptual basis of developmental theories and life-cycle theories in day-to-day advising of adult students. Critical to this bridge has been the Knowles' model of andragogy as a partnership in learning. As practitioners in the field of advising, UWW advisers offered this workshop to assist other academic advisers in developing sensitivities and skills for advising adults.

The workshop discussion opened with participants giving their definitions of the term "adult." Some ways of defining adult included: someone who is 25 or older; a person who has reached a level of maturity; a person who has the capacity to love and to work; someone who has major responsibilities such as job and/or family. It was noted that adulthood is that period of a person's life which contains the processes of change and adaptation.

Adult development is an emerging field which attempts to describe common stages of adulthood. Aspects of adult development have been explored by theorists such as Erickson and Loevinger (ego or personality development) and Perry and Kohlberg (intellectual and moral development). While controversy exists over timing and function of developmental stages, there is agreement that adults constantly deal with change in their lives. "Life cycle theorists view adulthood as a time in which change is continuous interspersed with occasional stable interludes." (Marienau and Chickering, 1982, p. 15) The process of change, or of life transition, prompts people to reevaluate their lives. During this life assessment, adults may seek further education.

Higher education must respond to the special needs of adult students. Knowles' theory of andragogy describes components of adult learning. Andragogy is "the art and science of helping adults learn." (Knowles, 1970, p. 39) Assumptions of adult education include: learning is self-directed, prior experiences serve as rich educational resources, and immediate application of learning is important. should include negotiation of goals and objectives, mutual diagnosis of weaknesses and evaluation of progress, and opportunities for experiential and problem centered learning.

Participants reviewed a chart authored by Arthur W. Chickering which displayed the characteristics of a healthy learning environment. Educational practices that were seen as contributing to the environment included: recognition of the adult student's experience as learning, self-assessment by the student to determine where learning is needed, an advising relationship where student and adviser meet as adult to adult, and advising that occurs on a one-to-one basis. The environment was further described by the presenters as a collaborative one where the adviser performs in several roles in order to serve the adult student.

During 1981, the UWW staff developed a personnel structure which defined these roles played by academic advisers. The roles were labelled as teacher, evaluator, facilitator, broker and counselor. The conclusion was reached that advisers must perform a variety of functions in order to help create a healthy learning environment.

Participants engaged in an informal discussion of the Milestone Exercise, developed by Tom Clark, former Associate Director of the Institute for Academic Improvement at Memphis State University. The exercise encouraged participants to think through stages of their own lives. The focus was on advisers as adult students. The discussion generated ideas for developing institutional responses to adult learning. Participants were invited to use the Milestone Exercise with staff and faculty at their own institutions.

No. 45 ADVISING GRADUATE STUDENTS

Presenters:
Howard Kramer and Bob Gardner, Cornell University

Summary Authors: adapted from program proposal by H. Kramer and B. Gardner

This program focused on the relationship existing between a graduate student and his/her graduate committee chairperson. Drawing on data obtained from graduate students and graduate faculty, the presentation outlined how students and faculty view the advising relationship. In addition, the presentation included a conceptual model for graduate advising that incorporates the traditional advising benefits for the student, the facilitation of the student's intellectual development, and specific career benefits for the faculty member.

Questions, comments and discussion completed the program.

No. 46 ADVISING THE COLLEGE ATHLETE AS A SPECIAL POPULATION OF STUDENTS

Presenters:
Stephen K. Figler and Thomas T. Griffith, California State University (Sacramento)

Summary Author: S. K. Figler

Are college-level student-athletes either deserving or in need of special academic advising services? A stratified random survey of 150 NCAA member-institutions (116 responding) suggests that many administrators in American colleges and universities feel that athletes do either need or deserve such "special treatment" although the answer may depend on the level at which the institution competes. Seventy-eight per cent of the schools operating at the upper levels of the NCAA competitive hierarchy (Divisions I-A and I-AA) reported having someone (other than the team coach) provide special advising assistance to athletes beyond the normal institutional advising process. At schools competing in the lower levels (Divisions II and III), 48% provided some form of special academic advising service to athletes.

Athletes were given a greater degree of advising structure than was provided for nonathletes at 69% of the upper level schools, at 48% of Division II schools, and at 21% of Division III schools. Frequency of advising for athletes varied widely (from "daily" advising to "only at the athlete's volition") within each competitive level. However, there was a moderate bias (ranging from 27% to 48%) toward informal advising (no signature required) "once each term" at all levels except Division III. Here, "less than once/term" was the mode (37%).

Among schools reporting having a special advising system for athletes, a "nonfaculty counselor" was the most frequent title reported in Division I as bearing primary responsibility for advising athletes. When asked whether their schools provided special career counseling for athletes, 54% of Division I schools responded positively, while only 12% did so in each of Division II and Division III.

This research project was exploratory in nature, with the questions stated in very general terms, but a follow-up study is planned. A reasonable question which follows, for example, is, "What makes athletes so special that they need special advising services?" Recent data from the College Football Association (CFA), an alliance of 61 top-level collegiate football programs, shows that their athletes enter college with a high school GPA .54 (on a 4.0 scale) lower than nonathletes at the same schools. It is interesting to note that most CFA schools provide special advising and their athletes not only graduate at nearly the same rate as nonathletes (49%, according to CFA figures), but those players who graduate have a final GPA now only .32 less than nonathletes. These data apply only to football players in

CFA-affiliated schools. The broader spectrum of college athletes may also be in need of special advising.

Performance data aside, we know that college athletes are special for two qualitative reasons: (1) their academic and athletic commitments amount to two full-time jobs and (2) they are providing a special and intensive public relations service to the school. Thus, it is suggested that special advising to foster their education should be seen as a means by which the institution increases the likelihood that athletes will cash the "paycheck" for their athletic services, the degree.

The National Association of Academic Athletic Advisors (N4A) was formed six years ago to serve this perceived need of special advising services for college athletes.

The organization recommends that institutions determine the need for special programs by using institutional research to compare the records of athletes with non-athletes, and by using this data to establish goals.

No. 47 BREAKING WITH TRADITION IN ADVISING INTERNATIONAL STUDENTS

Presenter:
Mary Joyce VeVerka, Iowa State University

Summary Author: M. J. VeVerka

With a predicted decline in enrollment at American colleges and universities, qualified international students will likely be highly recruited in future years. International students as a group may be academically well prepared, but individual students may be considered "high risk" because of necessary cultural and linguistic adjustments. If American educational institutions are to reap the full benefits of a multicultural population it will be necessary in many cases to break with established traditions to provide high quality advising to this group.

This workshop consisted of four segments intended to encourage group discussion. The participants were presented with advising cases unique to foreign students and asked to identify nontraditional or traditional advising approaches which seemed appropriate. The following format was followed:

1. Presentation by chairperson of general characteristics and problems unique to advising of international students.

2. Small groups discussed case problems which dealt with advising of international students.

3. Small groups presented solutions for case problems to the entire group.

4. Chairperson summarized nontraditional approaches recommended for use in advising international students.

The specific case problems chosen demonstrated the issues of proficiency, financial and currency problems, high aspirational levels, and adjustment to the American educational system.

No. 48 BRINGING ABOUT CHANGE IN UNDECLARED STUDENTS

Presenter:
Robert Standing, California State University (Chico)

Summary Author: R. Standing

A large percentage of students who enter college each year directly from high school are uncertain of their goals and, if allowed, elect not to specify a major. Many more students join their ranks after having declared majors only to discover their lack of knowledge of self and careers. Most colleges and universities provide some type of special services designed to meet the advising and career planning needs of these students. California State University, Chico has developed one of the more extensive programs for undeclared students in California through its Office of Advising and Orientation.

Some of the special features of the program:

1. Organization and Development. The Advising and Orientation Office is a unit of Student Affairs, but a close working relationship is maintained with Academic Affairs through which undeclared students belong to a quasi-academic unit known as the "General Program."

2. Funding and Staffing. Service to undeclared students is a major part of the responsibilities of four full-time professional staff and four or more graduate student interns. They work with 1200- 1400 students per year, representing about one-third of the freshmen and sophomores.

3. Summer Orientation. One of 17 one- and two-day summer orientation programs for new students enrolling in the fall semester is exclusively for undeclared students. Undeclareds may also attend any of the other 16 sessions where they will receive advising, though more limited than what is offered in the special session.

4. Individual Advising and Career Planning. Undeclared students are invited in for advising according to an alphabetical schedule so that they are spread out throughout the semester. In addition to academic and career exploration and goal development, emphasis is placed on teaching students special program planning strategies designed to help them 1) see the broad spectrum of academic possibilities, 2) maintain flexibility, and 3) minimize inappropriate course selection. Close working relationships are maintained with the campus career planning office and referrals are frequent. Interest testing is employed when appropriate and other techniques are used to help students become better aware of educational and career choices.

5. Career Planning Workshops and Classes. Held frequently throughout the academic year and sponsored primarily by the Counseling and Career Planning Office. A special one-unit Career Planning Office. A special one-unit "University Forum" class is offered in the fall primarily for undeclared students. It features outstanding university faculty who describe their own career development.

6. Special Program Planning Forms.

7. Department and Program Advising Coordinators.

8. Special Effort to Work With Undeclared Students on Academic Probation.

No. 49 ACADEMIC ADVISING AND LEISURE COUNSELING: CORRELATES TO SUCCESS

Presenters:
Marilyn J. Hatcher and Gene G. Lamke, San Diego State University

Summary Authors: M.J. Hatcher and G.G. Lamke

Advising in today's university presents a variety of problems for the academic advisor. The changing nature of the university, the new perceived roles of faculty members, a weakened economy with high unemployment, increased technology, and a divergent student population are but a few of the problems that have significantly affected the task of the advisor. Couple these problems with the fact that fewer and fewer faculty wish to advise students, or consider advising important in the educational process, and we see a real need for new academic advising methodology that can aid students in achieving a more successful and satisfying academic experience.

A holistic approach to academic advising is needed to satisfy the needs of students in light of the current university situation. No longer can faculty simply establish a four-year pattern of curricular offerings for students to follow blindly. Rather, academic advisors must aid each student in clarifying his own goals, values, and personal needs, and selecting a program of study consistent with those goals, values, needs and personal situation. This process of advising referred to "lifestyle advising," is totally student-centered but can be either self-directed or advisor-directed. By utilizing a complete picture of the student to map curricular programs, the advisor can better suggest course progression leading to a degree with greater student success. Use of the "lifestyle advising scale' simplifies the process for the advisor and reduces the amount of time needed for advising.

An integral part of the "lifestyle advising approach" is leisure counseling, which can be defined as the process of helping individuals, alone or in groups, to select the most satisfying and practical leisure activities for their present lives, and then aiding them to find the time and place to enjoy these activities. The process can be developmental, remedial, preventive or therapeutic. Many of the academic failures we see today are the direct result of the inability of the student to cope with changing lifestyles or student roles which are impacted on by leisure.

The leisure counseling process consists of the following phases: 1) Problem identification, 2) Data collection, 3) Values clarification, 4) Goal setting, 5) Program implementation, and 6) Evaluation and modification.

In conclusion, academic advising in today's university demands new approaches which can focus on unique student needs and situations

and aid students' academic success. The "lifestyle advising" approach, which includes leisure counseling, is well-suited to aiding students in selecting appropriate academic programs consistent with their prevailing lifestyle, as well as nurturing faculty involvement in the advising process without overwhelming time commitments or failure orientations.

No. 50 Writing for Publication

Presenters:
Edward L. Jones and Bob Darrell, NACADA Journal

Summary: See under Part II - Pre-Conference Workshops (P) for content of this session which was a follow-up for the workshop.

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